DOCUMENT RESUME

ED 232 122 CG 016 816

TITLE	Guidance Curriculum Guide - Career Development.
INSTITUTION	Hawaii Univ., Honolulu. Curriculum Research and Development Group.
SPONS AGENCY	Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE	Jun 82
NOTE	377p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	*Adolescent Development; Adolescents; *Career Development; *Career Exploration; *Career Planning; Curriculum Guides; *Educational Planning; *Guidance Programs; Learning Modules; Occupational Information; Secondary Education; Self Concept; Self Evaluation (Individuals); Teacher Guidance
IDENTIFIERS	Self Awareness

ABSTRACT

This guide is one component of Hawaii's State Plan for Comprehensive Guidance Program for grades 9-12 and is intended to provide a structure for a sequential, required, one-semester course in guidance at the 9th or 10th grade level. It includes 62 lessons equally divided among the three central themes addressed in the course: Self-Awareness and Understanding, which includes such topics as Making Friends Can Be Fun, Coping with Family Crises, and Is Your Reputation Important?; Educational Planning, which deals with such areas as What Do I Need to Learn?, Alternate Paths, and Working Women Then and Now; and Occupational Exploration, which explores areas such as Why Work?, Changing Roles and Images, and Put Your Best Foot Forward. Each lesson includes an overview, which gives a brief description of the lesson's intent; a list of materials; and suggested activities, which are sets of procedures the teacher may use to involve students in learning activities. Most of the lessons also include additional activities, which are suggestions for extending the lesson idea, and resources, which may include materials such as films and books. The materials provided for the lessons can be reproduced as student handouts. (AG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232122

GUIDANCE CURRICULUM GUIDE-

Career Development

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. Izumo
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 016816

Office of Instructional Services/Occupational Development & Student Services Branch
Department of Education • State of Hawaii • RS 82-2901 • June 1982

1959

The Honorable George R. Ariyoshi
Governor, State of Hawaii

BOARD OF EDUCATION

William A.K. Waters, Chairperson
June C. Leong, First Vice-Chairperson
John Penebacker, Second Vice-Chairperson

Rev. Darrow L.K. Aiona
Margaret K. Apo
Mako Araki
Sherwood M. Hara
Dr. Hatsuko F. Kawahara
Janie Nakamatsu, J.D.
Meyer M. Ueoka
Noboru Yonamine
Randal Yoshida
Dr. Nancy Foon Young

Dr. Donnis H. Thompson, Superintendent of Education
Dr. Lloyd K. Migita, Deputy Superintendent

Bartholomew A. Kane, State Librarian

Dr. Herman Aizawa, Assistant Superintendent
Office of Instructional Services

James Edington, Assistant Superintendent
Office of Business Services

Ronald Nakano, Assistant Superintendent
Office of Personnel Services

William Araki, Interim District Superintendent
Central District Office

Esther Kau, Interim District Superintendent
Leeward District Office

Dr. Kiyoto Mizuba, District Superintendent
Hawaii District Office

Dr. Mitsugi Nakashima, District Superintendent
Kauai District Office

Darrell Oishi, District Superintendent
Maui District Office

Kengo Takata, District Superintendent
Honolulu District Office

George Yamamoto, District Superintendent
Windward District Office

Superintendent's Message

The Foundation Program for the public schools of Hawaii emphasizes the importance of the Guidance and Counseling Program as a basic component for meeting the needs of students. In its broad context, Guidance and Counseling includes a wide spectrum of services as well as planned instruction. In the STATE PLAN FOR COMPREHENSIVE GUIDANCE PROGRAM, this planned instruction is one component of the Foundation Guidance Program for grades K-12. This instruction is a required semester's course in guidance, planned for the 9th or 10th grade, and is intended to concentrate efforts to assist students in educational planning and the process of career development.

This Guidance Curriculum Guide for career development is to provide a structure for sequential instruction in guidance at the 9th or 10th grade level. This guide has been developed under contract by the Curriculum Research and Development Group, University of Hawaii, under the direction of the Guidance Program in the Office of Instructional Services.

Donnis H. Thompson

Dr. Donnis H. Thompson
Superintendent

CONTENTS

Superintendent's Message iii

Introduction to the Guide vii

Self-Awareness and Understanding

1. MAKING FRIENDS CAN BE FUN 1
2. GOALS FOR YOUR LIFESPACE 5
3. SETTING ATTAINABLE ACADEMIC GOALS 9
4. RULES . . . ARE THEY NECESSARY? 14
5. PARENT ASPIRATIONS AND YOUR FUTURE 16
6. VALUES . . . WORDS AND DEEDS 20
7. YOUR VALUES ARE SOMETIMES IN CONFLICT 24
8. A PROCEDURE FOR MAKING DECISIONS 29
9. BECOMING SENSITIVE TO PHYSICAL BARRIERS FACED BY DISABLED PERSONS 35
10. WHAT DOES GROUP MEMBERSHIP OFFER YOU? 43
11. IS YOUR REPUTATION IMPORTANT? 49
12. HOW IS READING RELATED TO PERSONAL GROWTH? 55
13. PERSONALITY . . . IMPORTANT TO SUCCESS IN LIFE? 59
14. SELF-AWARENESS . . . IMPORTANT TO SUCCESS IN LIFE? 65
15. INTERESTS . . . IMPORTANT TO SUCCESS IN LIFE? 71
16. EXPLORING PERSONAL INTERESTS 75
17. INTERESTS, ABILITIES, APTITUDES, ACHIEVEMENTS . . . CAN YOU TELL THE DIFFERENCES? 85
18. COPING WITH FAMILY CRISES 89
19. APPRECIATIONS . . . IMPORTANT TO SUCCESS IN LIFE? 93
20. THINKING ABOUT LIFETIME ACCOMPLISHMENTS 96

Educational Planning

21. WHAT DO I NEED TO LEARN? 101
22. AN APPRENTICESHIP EDUCATION FOR ME? 107
23. HAVE YOU CONSIDERED A VOCATIONAL-TECHNICAL EDUCATION AND CAREER? 115
24. SHORT OR LONG-RANGE LIFE GOALS? 126
25. REASONS FOR PURSUING A HIGHER EDUCATION 131
26. WHAT IS THE DIFFERENCE BETWEEN A COMMUNITY COLLEGE, A COLLEGE, AND A UNIVERSITY? 134
27. HOW COLLEGES AND UNIVERSITIES CAN DIFFER 141
28. COMMUNITY COLLEGES IN HAWAII 155
29. EDUCATIONAL OPPORTUNITIES IN THE MILITARY 161
30. ALTERNATE PATHS 173
31. THE IMPORTANCE OF COURSE SELECTION IN HIGH SCHOOL 180
32. THE IMPORTANCE OF HIGH SCHOOL GRADES 186
33. THE IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES 191
34. THE SYSTEM OF HIGHER EDUCATION IN AMERICA 197
35. HOW MUCH EDUCATION FOR WOMEN? 205
36. WORKING WOMEN THEN AND NOW 210

37. SPECIAL EDUCATIONAL OPPORTUNITIES 217
38. EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED 220
39. TO WHICH SCHOOL SHALL I APPLY? 223
40. ORGANIZING AND PRESENTING YOUR CREDENTIALS 226
41. A COLLEGE EDUCATION . . . WHO PAYS? 247

Occupational Exploration

42. WHAT IS WORK, ANYWAY? 255
43. WHY WORK? 258
44. DO YOU HAVE A PHILOSOPHY OF WORK? 261
45. CHANGING ROLES AND IMAGES 267
46. EXAMINING STEREOTYPES 276
47. A PROCEDURE FOR USING THE OCCUPATIONAL OUTLOOK HANDBOOK 280
48. RELATING INTERESTS TO OCCUPATIONAL CHOICES (KUDER OCCUPATIONAL INTEREST SURVEY) 283
49. SOCIAL INFLUENCES ON CAREER DECISIONS 288
50. LIFE'S BOXES AND HOW TO OPEN THEM 294
51. IT TAKES ALL KINDS OF PEOPLE WORKING TOGETHER 298
52. USING "THE SELF DIRECTED SEARCH" 305
53. THE DAT AND THE CAREER PLANNING QUESTIONNAIRE 307
54. JOBS, APPLICANTS, INTERVIEWS . . . DECISIONS? 311
55. USING THE CAREER KOKUA CARDSORT 322
56. ADVICE TO A YOUNG PERSON 327
57. WHAT ARE THE JOB OPPORTUNITIES FOR YOUR CAREER CHOICE? 330
58. COPING IN THE WORLD OF WORK 334
59. CAREER SHADOWING PEOPLE IN NON-TRADITIONAL OCCUPATIONS 340
60. PUT YOUR BEST FOOT FORWARD 351
61. LIGHTS, CAMERA, ACTION! THE EMPLOYMENT INTERVIEW 357
62. PART-TIME JOBS . . . VALUES FOR THE FUTURE? 365

INTRODUCTION TO THE GUIDE

A career can be defined as a combination of the life roles we assume as child, parent, student, worker, citizen, homemaker, pensioner, and many others. The roles each person assumes during a lifetime are many. Career education and guidance is concerned with preparing students for the changing roles and functions they will experience throughout their lives. The goal is to guide the development of students in such a way that they will learn:

- information about and understanding of the characteristics of personality, personal interests, values, abilities, and aspirations;
- to recognize alternatives available to them in school, in the community, and in the world of work;
- how to identify and locate resource persons and materials that can be of value in pursuing educational and career goals; and
- decision-making, self-appraisal, and planning skills that will ensure the highest possible degree of success in life.

This guide is intended for use in the one-semester required course in Guidance which students take in either grade 9 or 10. Completion of the course by all students is a requirement of the Foundation Program. Although guidance principles are incorporated into the total K-12 scope and sequence of studies, this particular course is a focal point in which a concentrated effort is provided in career development. It is believed that the understandings and skills developed in this course will be of direct benefit to students as they plan their high school programs and begin to think in terms of education and career possibilities beyond high school.

Content of the Guide

The guide includes 62 lessons equally divided among the three central themes addressed in the course: Self-Awareness and Understanding, Educational Planning, and Occupational Exploration. Each lesson includes a TITLE, an OVERVIEW which gives a brief description of the lesson intent, a list of MATERIALS, and ACTIVITIES which are sets of procedures the teacher may use to involve students in learning activities. Most of the lessons also include ADDITIONAL ACTIVITIES which are suggestions for extending the main lesson idea, and RESOURCES which help to either fulfill or further extend the lesson goals.

Preparation of Materials

Most of the lessons in the guide require duplication of materials. The materials included will be of inestimable value in helping your students develop investigative and research skills, as well as gain a sense of self-reliance and confidence. It is recommended that over a period of time good copies be prepared of those items which may be re-used in subsequent years, and that a good storage and retrieval system be organized in your classroom.

Use of the Lessons

The lessons in this guide could be used exclusively of other materials. It is not intended, however, that these lessons completely supplant those you have designed and used successfully over a period of time. You may want to incorporate these lessons into your regular program or use them to expand your present plan. Effective use of these lessons and those you have designed will contribute to the acquisition of competencies for both teacher and student.

The Teacher's Homework

It is recommended that prior to using the lessons in this guide you become familiar with the lesson goals, review the procedures to determine if you will need to adapt them in some way, and make adjustments that will accommodate the particular needs and interests of your students. You also should become familiar with as many of the resource materials as possible before using the lessons. Many of the resources suggested for a particular lesson could be used as valuable adjuncts to other lessons. It also is important that you prepare in advance copies of duplicated materials and study them as a student "user" before introducing them in the classroom. You will have a much higher degree of success implementing the lessons of this guide by learning the materials to be presented and carefully studying the suggested resources.

In-Service Training

In-service training courses will be planned as needs are expressed and as funds are available.

SELF-AWARENESS AND UNDERSTANDING

1. MAKING FRIENDS CAN BE FUN

Overview

Students build relationships with one another by participating in two warm-up activities. In the first activity each student is paired with a student he/she knows least well. They learn about each other by discussing four topics. Students then introduce their partners to the class and share information they learned during the conversations. In the second activity, students write specific information about themselves on index cards which they attach to their shirt fronts. Students then mix with others and discuss the information on the cards. Both activities conclude with a discussion about what students learned from the experience.

Materials

One 4" x 6" index card for each student
Pins or adhesive tape

ACTIVITIES

1. For an initial warm-up activity, have students mill around the room for two or three minutes and greet one another without saying anything, using a smile, wink, handshake, and so forth. Have each student then find a person he or she does not know. If students all know one another, ask them to find the person they know least well and sit down together.

2. Copy four of the following topics on the chalkboard. Have student couples spend four or five minutes discussing each topic (two minutes per student).

    a. What animal would you like to be and why.

    b. Your favorite song and why you like it.

    c. A favorite fantasy or daydream.

    d. How you would change yourself if you had complete power to do so.

    e. What you would wish for if you were given three wishes.

    f. What you hope to accomplish this year.

    g. Your most significant experience.

    h. Your most meaningful childhood experience.

    i. What I like most about myself.

3. Have partners introduce each other to the class, using what they have learned about one another from discussing the topics. When introductions are complete, spend a few minutes discussing the activity. Guide discussion to cover the following questions.

   a. Which topic do you feel was the most helpful in getting to know your partners? Why?

   b. Were your first impressions of the person changed after discussing the topics?

   c. Which topics were difficult to talk about?

   d. What differences did you discover between your partner and yourself? What similarities?

4. For a second warm-up activity, give a 4" x 6" card to each student and have them do the following:

   a. In the center of the card, write their first names large enough to be read at a distance.

   b. In the upper left-hand corner, write the name of the place where they were born and their favorite place.

   c. In the upper-right hand corner, write two favorite activities selected from sports, jobs, hobbies, etc.

   d. In the lower left-hand corner list three positive characteristics about themselves.

   e. In the lower right-hand corner describe something they are looking forward to.

Kaneohe
Makapuu Beach

Canoe Paddling
Being with friends

MAILE

Loyal
Fun-loving
Strong

Camping on Big
Island

5. Have students pin or tape cards to their shirts or blouses and mill around the classroom for 5-10 minutes. Each should meet as many people as possible and discuss the cards.

6. Reassemble the class and discuss the activity. Guide discussion to cover the following questions.

   a. Was it difficult to write positive things about yourself? Why do you think so?

   b. Which part was the most difficult to write about? Why?

   c. What were some similarities you shared? What were some differences?

   d. Who did you meet who was like you in more than one way? Were you surprised?

ADDITIONAL ACTIVITIES

1. Select from activities A through D in Exploring Career Decision-Making, Unit III, pages 57-66.

2. Select from role playing activities described in Role Playing in the Curriculum.

   a. Improving the emotional climate of the classroom, page 39.

   b. The feelings class, page 40.

   c. Sensitivity to others' feelings, page 270.

   d. Surmounting prejudice, page 274.

   e. Self-acceptance, page 283.

   f. Accepting others: The deviant, page 304.

3. If students are new to one another, play a name game which helps them introduce themselves in a positive way. Have students sit in a circle. Ask them to think of a positive descriptive adjective which starts with the same letter of their first name. Explain that this is the "good word" they will say with their names when they introduce themselves, for example Mighty Mary or Dashing Dan. Beginning with yourself, say your name combination. Have the person on your right say your name combination and then his or her combination. Have students continue, with each one reciting the list of names and ending with his or her own name combination. The first person ends the game by repeating the entire list.

4. Select from the activities in Reaching Out: Interpersonal Effectiveness and Self-Actualization.

5. Select from role-playing activities in Role Playing in the Curriculum.

RESOURCES

1. Exploring Career Decision-Making. McKnight Publishing Company. 1978.
2. Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. 2nd edition. New Jersey: Prentice-Hall. 1981.
3. Fullmer, Daniel W. Counseling: Group Theory and System. Rhode Island: Carroll Press.
4. Gelatt, H. B. et al. Decisions and Outcomes: A Leader's Guide. New York: College Entrance Examination Board. 1973. Pages 11-14 contain suggested "community building" activities for the classroom.
5. Shaftel, Fannie R. and George Shaftel. Role Playing in the Curriculum. N.J.: Prentice-Hall. 1982.

2. GOALS FOR YOUR LIFESPACE

Overview

A simple diagram introduces the idea of lifespace. Through discussion, students consider the different stages or phases that occur in a person's lifespace, and the rites of passage which mark the points where one procedes from one phase to another. Students work in groups to divide their own past and future lifespace into phases, and then list goals and accomplishments for each phase. A discussion in which they share their ideas ends the lesson.

Materials

One copy of "Passage through Lifespace" for each student

BACKGROUND

In Shakespeare's play As You Like It, the world is described as a stage, and men and women merely players. Each person's life is divided into seven acts or ages: the infant in the nurse's arms, the schoolboy with his satchel, the lover sighing like a furnace, the soldier quick to quarrel, the justice full of wise sayings, the aging man with his baggy pants and changing voice, and finally, second childhood and oblivion.

Obviously, there are many ways to divide our lifespace. We can do it by age (infancy, childhood, adolescence, adulthood, etc.), by education (preschool, elementary, intermediate, high school, etc.), by various activities or stages (birth, childhood, teens, college, work, marriage, parenthood, etc.), by intellectual growth (Piaget's schema). However we choose to do it, what is important to remember is that our lifespace is marked by important changes in our roles, the kinds of activities we engage in, physical appearance, values, goals, and accomplishments.

The phrase rites of passage describes the ceremonies which mark occasions when we move from one stage to another. We pass from childhood to our teens; from being single to being married; from life to death. In some religious groups there is a baptism, or "cleansing," which admits the person to the congregation. In Jewish communities boys and girls go through bar mitzvah or bas mitzvah to become a member of the group. In some societies boys are circumcised and thereafter considered "men." In ancient Hawaii, one of the most important rituals of a boy's life occurred when at age four or five he was initiated into the men's eating and lounging house.

There are ceremonies when we graduate from high school or college, when we marry, when we enter a profession such as law or medicine, when we retire after our life's work. While our deaths bring a crisis to our families, a funeral ceremony, simple or elaborate, is arranged to mark the event. Yet, compared to other cultures, we have considerably fewer rites today marking our life passages. One writer, Harvey Cox, describes this phaseless quality of our lives, which moves "like an automatically geared car shifting noiselessly from one gear to another. And the result is that we never know for sure what gear we're in now."

ACTIVITIES

1. Draw a horizontal line across the chalkboard and place a dot at both ends. Over the left dot write "beginning" and over the right dot write "end." Label the diagram lifespace. Place a third dot on the line where you feel you are now relative to the other two points and over it write today's date. Explain to the class that the line represents your lifespace. Point out that to the left lies the time you have already experienced; to the right is the time yet to be.

2. Ask students to think about the phases or stages that mark their lifespace. You might use an appropriate metaphor, such as a car shifting gears, or a person climbing a series of steps to get at the idea of passing from one phase to another. Have students suggest three or four ways to divide the line and list these phases on the chalkboard.

3. Write the phrase "rites of passage" on the chalkboard and under it two or three examples, such as baptism, thirteenth birthday party, or wedding. Discuss how these are related to the diagram. What should emerge from the discussion is that rites of passage mark points when a person passes from one stage of life to another--from childhood to adulthood, from being single to being married, from high school student to college freshman, from life to death, and so forth.

4. Have students complete both parts of "Passage through Lifespace" in small groups.

5. Later, have a discussion on the kinds of accomplishments they listed for the different stages in their lives. Following are suggested discussion questions.

   a. How did your goals and accomplishments differ from stage to stage?

   b. Which stage(s) was hardest for you to list goals for? Why do you think so?

   c. Which accomplishments do you feel will be the most difficult to achieve? Why? Are personal accomplishments more difficult than career or work-related ones? Why, or why not?

   d. Which accomplishments will require some sort of preparation? What kind(s) of preparation will be required?

ADDITIONAL ACTIVITIES

1. Design a ritual marking an important life change. These may be private, for a few participants, or for the entire class. Students may use music, poetry, costumes, flowers, speeches, etc. Some examples might include a graduation ceremony marking the end of the intermediate years; a goodbye ceremony ending a childhood relationship; a marriage ceremony; etc.

2. Have students research life cycle events from other cultures and report on the significance of these events to those that practice them. Events might include: circumcision, first birthdays, bar mitzvah, baptism, marriage ceremonies, funerals, etc.

3. Have students design a personal "coat of arms" following the procedures given in Deciding, page 13.

RESOURCES

1. Harvey Cox. Seduction of the Spirit. Simon and Schuster, 1973, Chapter 1.

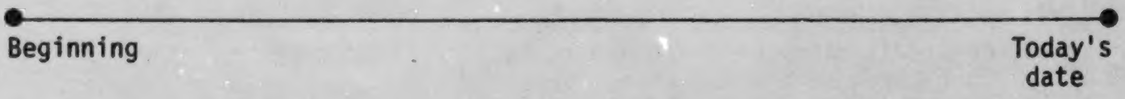
2. Getting it Together. SEP Language Systems Student Manual, State of Hawaii Department of Education, 1980.

3. Grotchen Hegeman. "'I'm Going Through These Changes'--A Course in Adult Development." Educational Perspectives 20, No. 2, 1981, pages 12-16.

4. H.B. Gelatt, et al. Deciding. New York: College Entrance Examination Board. 1972.

PASSAGE THROUGH LIFESPACE

Part I: Your Past Lifespace



1. In your group, discuss different stages and ways to divide lifespace.
2. Decide how you will divide your own past lifespace. Draw a line like the one above, divide it into stages, identifying stages through which you have already passed. List important accomplishments, achievements and special events you feel marked each stage.

Part II: Your Future Lifespace

Today's date
End

1. In your group, discuss different stages in future lifespace. What stages or phases might mark the future? How might roles change? Through what stages will you pass? How may your activities and your lifestyles change?
2. Decide how you see your own future divided. List the stages in your future lifespace on a sheet of paper. Draw a line like the one above, divide it into stages, and label each division. Then list two or three goals or accomplishments you would like to achieve during each stage of your future life.

3. SETTING ATTAINABLE ACADEMIC GOALS

Overview

Students learn procedures for framing reasonable and achievable academic goals. They first complete a self-assessment form to determine areas where they need improvement. They then compare two sets of goals to identify criteria for setting short-term goals. Why one set of goals can be more readily achieved is discussed, and general goals are rewritten into more specific ones. Students then write specific short-term goals for themselves which are based on the needs they identified by completing the self-assessment form.

Materials

A copy of "Academic Self-Assessment Form" for each student
A copy of "Short-Term Goals" for each student

ACTIVITIES

1. Have students complete the "Academic Self-Assessment Form." After they have finished scoring themselves, have them set the form aside for later use.

2. Copy the following on the chalkboard.

TOM'S GOALS

I'm going to try to spend more time on my homework.

I'm going to get all A's next semester.

I'm not going to be tardy to class any more.

I've got to read more.

I'm going to be a better student.

JOE'S GOALS

I'm going to keep an up-to-date record of all my assignments in a notebook.

When I don't understand something in Chemistry, I'm going to raise my hand and ask.

I'm going to schedule study time between 7:30 and 9:00 every week night.

I'm going to set my alarm for 7:00 a.m. every school day.

Explain that these are goals set by two students who performed poorly during the first semester in high school. Discuss with students which set of goals they believe is more attainable, and whether they believe Tom or Joe has a better chance for success. The following questions could be used to generate discussion.

a. Which set of goals is easier to attain? Why?

b. Which set of goals could result in immediate results? Are immediate results important in goal setting? Why, or why not?

c. Which set contains more specific and realistic items? Why are realistic goals important?

3. Have students discuss and then decide on four or five criteria for short-term goal setting. Following are possible criteria they might identify.

Short-term goals should . . .

Allow you to see immediate results

Be specific

Be realistic

Describe actions or behaviors that can be achieved.

4. Ask the class to rewrite Tom's goals to make them realistic and short-term.

5. Give each student a copy of "Short-Term Goals," and have them write achievable academic goals for the items they gave a 1 or 2 rating on the "Academic Self-Assessment Form."

6. When they are finished, have them share their goals with a classmate and discuss whether the goals are consistent with the criteria they identified earlier.

ADDITIONAL ACTIVITIES

1. Conduct a class discussion on how the short-term goals they wrote could lead them to achieving long-term goals such as making the honor roll, getting all A's, and so forth. Point out that the problem with Tom's list of goals is not the goals themselves, but rather the lack of specific procedures for achieving them.

2. Have students write down one or two long-term goals, such as losing ten pounds, making the track team, running a marathon, getting a 3.5 grade point average. Then ask them to make a list of behaviors (short-term goals) which will help them achieve the long-term goals.

3. Invite a speaker who is involved in sports programs to explain how training programs are set up to meet certain goals.

4. Show the filmstrip "Career Goals" (Exploring Career Decision-Making. Illinois: McKnight Publishing Company. 1978.) and discuss how having goals gives a person control over his or her life.

RESOURCE

Exploring Career Decision-Making. Illinois: McKnight Publishing Company. 1978.

ACADEMIC SELF-ASSESSMENT FORM

DIRECTIONS Assess your school performance by writing the numbers of the following descriptions next to each statement. Then add the numbers, write the total, and compare your total with the scoring explanation below.

3 = Yes, usually

2 = Some of the time

1 = Almost never

1. Regularly attend classes. ________
2. Keep up with homework. ________
3. Take good notes. ________
4. Participate in class discussions. ________
5. Participate in class activities. ________
6. Take all tests with the class. ________
7. Turn in assignments on time. ________
8. Understand most of what I read. ________
9. Ask questions when I do not understand. ________
10. Organize my time. ________
11. Keep a list of my assignments. ________
12. Try not to have to cram for exams. ________
13. Arrive at classes on time. ________
14. ________
15. ________

________ Total

Scoring Explanation

39 = Really? No one's perfect, so write down two areas not shown where you need improvement.
30--38 = Good work. Keep it up.
20--29 = You're doing OK, but could use improvement.
13--19 = Don't panic. Where there's a will there's a way.

SHORT-TERM GOALS

DIRECTIONS

1. Look at the items in the "Academic Self-Assessment Form" that you assigned the numbers 1 or 2. These are areas where you need to set short term goals.

2. For each of these items, write short-term goals that could lead to immediate results.

   Instead of: "I'm going to study harder in math this year."

   Write: "I'm going to spend one hour a day studying math."

3. Be specific and realistic. State your short-term goals as behaviors you can achieve.

   Instead of: "I'm going to budget my time next semester."

   Write: "I'm going to schedule time between 7:00-9:00 p.m. every week night to complete school assignments."

Write your short-term goals here:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

4. RULES . . . ARE THEY NECESSARY?

Overview

Students review and discuss the rules for their school. In small groups they identify advantages and disadvantages of having school rules, and then in a large group discussion they consider and discuss how the observance of rules can relate to success in life. The lesson is concluded as students write brief essays in which they explain how rules help to protect the rights and privileges of individuals, and how observing rules can contribute to success in different life activities (work, school, recreation, social, etc.).

Materials

Copies of rules for your school

ACTIVITIES

1. Initiate a class discussion concerning the rules of your school. Questions such as the following might be included.

   a. Why do you think schools have rules?

   b. How were you made aware of the school rules?

   c. Do the rules seem fair to you?

   d. What aspects of school life do the rules govern?

2. Divide the class into groups of four to six students. Ask one student in each group to serve as recorder. The recorders should label two columns on a sheet of paper "advantages" and "disadvantages." Ask the groups to put their minds and imaginations to work and identify what they believe are advantages and disadvantages of having school rules.

3. Compile and categorize the responses; write a summary on the chalkboard. Use the summary to generate another class discussion concerning how the observance of rules relates to success in life. Topics such as the following should be included in the discussion.

   a. Activities in life where observance of rules related directly to success (jobs, social relationships, citizenship, sports, clubs and other organizations, institutions of higher education, etc.).

   b. Penalties for failure to observe rules (loss of job, demotion, or lack of promotion; expulsion from clubs and organizations; fines; incarceration; loss of friendships; emotional injury to self, family, and friends).

c. Self-satisfaction derived from observing rules, and enjoyment of the benefits observance can bring.

d. Legal and socially-acceptable ways to oppose rules and make changes.

e. Ways that rules protect individual rights and privileges.

4. Ask students to write an essay in which they explain (a) how rules help to protect the rights of individuals, and (b) how observing rules ensures a greater likelihood of success in different life functions (jobs, school, social relationships, sports, etc.).

ADDITIONAL ACTIVITIES

1. Ask the principal or vice principal to speak to the class on the value of observing rules to success as a school administrator.

2. Invite a police officer, fireman, member of armed forces, security guard, life guard, bus driver, or a person from another service-oriented occupation to talk on the value of following rules to success in their chosen profession.

3. Ask a member of the State Legislature to speak to your class (or several classes combined) on how living consistently with city, state, and federal laws can contribute to a greater likelihood of success in life.

4. Select from role-playing activities on rules and regulations in Role Playing in the Curriculum, such as "The Helpful Wife" (p. 122), "Blind Fish" (p. 171). See the chapter on moral development for related activities.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

5. PARENT ASPIRATIONS AND YOUR FUTURE

Overview

A discussion introduces the idea that parent expectations and aspirations may be important influences on future choices. The class is organized into small groups, and each group is assigned a reading from the book Working, by Studs Terkel. Students read and discuss the narratives in their groups, then complete a worksheet on which they describe the expectations of workers for their children. Groups share their findings with the class. As homework, students complete the second part of the worksheet by describing what their own parents want for them.

Materials

A copy of "Parent Expectations" for each student
A copy of Working by Studs Terkel

BACKGROUND

An important theme in Studs Terkel's book Working is the almost universal desire parents have for a better life for their children--even at the risk of losing them. A steelworker talks about wanting to hear his son say that "he's not gonna be like me." A factory worker talks with regret about trying to get her children to finish vocational school so that they would have a trade and not be tied to the routine of industrial work. A grass roots organizer defines history as "little people" banding together and deciding they want a better life for themselves and their children. A professional tennis player finds herself locked into a game because her mother wanted it for her so desperately.

There are many reasons parents want more for their children, as many reasons as there are parents. Perhaps what these reasons hold in common is expressed in the following quotation from Terkel's book.

> "This is gonna sound square, but my kid is my imprint. He's my freedom. . . . The mystics call it the brass bowl. Continuum. You know what I mean? This is why I work. Every time I see a young guy walk by with his shirt and tie and dressed up real sharp, I'm lookin' at my kid, you know? That's it."

ACTIVITIES

1. Initiate a class discussion concerned with parent expectations and aspirations for their children and how these may be important influences

on future choices. Guide the discussion to consider questions such as the following. Keep the discussion voluntary and encourage students to consider other parents besides their own. The point is to help students see that such influences are almost universal.

a. Are any of you aware of parent expectations about your future?

b. What do parents want in terms of their children's lives, careers, standard of living, education?

c. How do parents make their expectations known? (Encouraging you to study hard; setting an example; saying what they hope for; suggesting kinds of activities, such as sports or music lessons; etc.)

d. In what ways might these expectations influence the future decisions and choices a young person has to make?

e. Think about adults you know personally, have read about, or seen on television or in movies. Why do you think they often want something more for their children than they themselves had?

2. Organize the class into small groups. Pass out "Parent Expectations." Assign each group a different reading from the list below. Explain that these are the narratives of working people collected by Studs Terkel in a book called Working.

   a. Mike Lefevre, steelworker, pages 1-10.

   b. Pierce Walker, farmer, pages 25-30.

   c. Joe and Susie Haynes, deepminer and his wife, pages 41-45.

   d. Hub Dillard, heavy equipment operator, pages 49-54.

   e. Nick Salerno and Roy Schmidt, garbagemen, pages 147-153

   f. Grace Clements, felter in a luggage factory, pages 384-389.

   g. Bill Talcott, organizer, pages 463-468.

   h. Jeanne Douglas, tennis player, pages 493-499 (note: students can focus on how Jeanne Douglas' choice of profession was influenced by her mother).

3. Ask students to read the narratives. When they are finished, have them first discuss then write the answers to the questions in Column I of "Parent Expectations." Have the groups then make a short presentation in which they describe their findings.

4. Have students answer the questions in Column II as homework. At the next class meeting, ask volunteers to share their answers. Conclude the lesson with a discussion eliciting the different reasons why people wish for something different or better for their children. List these on the chalkboard for further reflection and comment.

ADDITIONAL ACTIVITIES

1. Have students conduct in-depth interviews of their parents and write short biographies in which they describe the work their parents do, their attitudes towards their occupations, how and why they entered their fields, and what their aspirations are for themselves and their children.

2. Have students research their families over two or three generations to discover any patterns of work.

3. Ask students to select one of the reasons from the list on the chalkboard (No. 4 above) and create a story about a working person who wishes something else for his/her child based on the reason selected. The stories can be patterned after the narratives in Working.

4. Have students identify five ways in which they are influenced by their parents in making important choices in life. Discuss the kinds of advice families should give young people about career decisions.

RESOURCES

1. Studs Terkel. Working. New York: Pantheon Books. 1975.

2. Exploring Career Decision-Making. Unit XIII, "Social and Family Influences." McKnight Publishing Company. 1978.

3. "Social Influences" (Filmstrip and cassette). Exploring Career Decision-Making. McKnight Publishing Company. 1978.

4. Our Own Two Hands. (16mm Film). Bread and Butterflies Series. National Instructional Television. This film on the dignity of work and the different things people take pride in is available at the Career Information Center, Office of the Director of Vocational Education, University of Hawaii.

5. Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

PARENT EXPECTATIONS

COLUMN I: NARRATIVES FROM WORKING	COLUMN II: YOU AND YOUR PARENTS
1. What was the person's occupation?	1. What are your parents' occupations?
2. What was the person's attitude toward his/her work?	2. What do your parents feel about what they do for a living?
3. What does the person want for his/her children?	3. What do your parents want for you?
4. Why do you think this person feels this way?	4. Why do you think your parents want this for you?

6. VALUES . . . WORDS AND DEEDS

Overview

Students identify during a group discussion things people value and possible indicators of values. They then identify ten things they personally like to do and value most, and rank from most to least important. They rate each of the ranked items in terms of the time and resources used to pursue them, and then complete a second ranking of the items. Students compare the two rankings to note differences between their own beliefs and actions. To conclude the lesson, students identify five personal values and describe what others may perceive as indicators of these values.

Materials

A copy of "Words and Deeds" for each student

BACKGROUND

Values influence our behavior. They underlie our acts, choices, and thoughts. Values can determine what is "satisfying" and thus govern what we do (see Deciding: A Leader's Guide, p. 4). In this sense our actions can be indicators of what we value.

While actions often speak louder than words, our feelings and beliefs also are a reflection of our values. We may value the time spent with our families even though we often choose to spend our spare time with friends.

Values can be defined in many different ways. In this lesson, a value is described as something we prize and cherish which may or may not find expression in behavior.

ACTIVITIES

1. Write on the chalkboard several words describing things people value (such as friendship, family, money, books, independence, being a good student). Ask students to name other things they value and add their suggestions to the list on the chalkboard.

2. Conduct a short discussion on possible indicators of these values. You can begin by asking students to name actions or things that show or reveal what a person value. Indicators such as those that follow may be generated.

a. proportion of time given to something

b. proportion of money given to something

c. amount of energy and dedication given to something

d. things that occupy the mind most of the time

e. length and intensity of commitment to something

f. something represented in the form of acquired or collected material goods

g. amount and degree of personal pleasure brought about by something

h. profession of a set of beliefs

i. friendships with those who share similar views

j. selection of reading materials

k. types of movies and/or T.V. shows preferred

3. Have students divide a sheet of paper into two columns. On the left side, have them list ten things they like best to do (such as spend time with friends, jog, go cruising, play music). Then on the right side they should rank the items from one to ten, where one is the activity they value most, two the next most valued, and so forth.

4. Pass out copies of "Words and Deeds." Have students fill in the chart by first listing the ten things they best like to do in the order in which they ranked them. Then, for each of the ten items, they should place checks in the columns that apply.

a. costs money to do

b. is something done for at least three years

c. would recommend that others do

d. something done within the last week

e. spend at least five hours a week doing

f. would choose to do over all other demands in life

g. helps to develop a "better" person

5. When they have responded to the seven items, ask them to write the total number of checks for each item in the totals column. Then they should rank the items again according to the number of checks, one being the item with the most checks, and so forth. Point out that this list should show them where their values are in terms of time and resources spent. If some items have the same number of checks ask students to consider them again in terms of time and resources spent in their pursuit.

6. Ask students to compare their first ranking of the ten items (left column) with the second ranking (right column). Discuss any differences. The following questions may help to stimulate discussion.
   a. Were both rankings the same? What reasons can you give for differences?
   b. One way to know a person's values is to consider what that person says about them. Is your first list a good reflection of your values? Why, or why not?
   c. Another way to know a person's values is to consider what he or she does. Is your second list a good reflection of your values? Why, or why not?
   d. Which list gives the best picture of the activities you value? Why?
7. Conclude the lesson by having students list five personal values they consider to be of greatest importance (such as friendship, money, good health). Next to each value, have them describe how someone else would know they value it.

ADDITIONAL ACTIVITIES

1. Discuss with students how their personal values will influence (a) social activities in which they wish to participate, (b) peer values and pressures, and (c) their own attitudes and behaviors.
2. Have students write a short essay in which they describe what surprised or pleased them in the activity.
3. Have students write a short essay in which they describe two activities they spend a lot of time doing: one because they have to do it, the other because they want to do it. They should conclude the essay by identifying which activity has more meaning for them and why.
4. Have students complete an activity on values from Role Playing in the Curriculum, such as "The Apple Orchard" (p. 186), "The Menace in the Tree" (p. 215), or "The Junior Caveman" (p. 218).

RESOURCES

1. Fullmer, Daniel W. Counseling: Group Theory and System. Cranston, R.I.: Carroll Press Publishers. 1978.
2. Gelatt, H.B., et al. Deciding: A Leader's Guide. College Entrance Examination Board. 1972. pp. 4-10.
3. Values Education in the Public Schools in Hawaii. Department of Education, State of Hawaii. 1973.
4. Shaftel, Fannie and George. Role Playing in the Curriculum. Prentice-Hall. 1982.

WORDS AND DEEDS

	1	2	3	4	5	6	7		
TEN THINGS I LIKE TO DO MOST	Costs Money	Have Done for at Least Three Years	Recommended for Others	Done Only in the Last Week	Done for at Least 5 Hours a Week	Would Choose Over All Things in Life	Contributes to Personal Growth	Total Checks	Item Rankings
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

7. YOUR VALUES ARE SOMETIMES IN CONFLICT

Overview

The topic of how personal values sometimes come into conflict is introduced through discussion. Students consider two case studies in which personal values are in conflict. In small discussion groups they identify options for each case study and choose what they consider to be the best options. They then share their ideas during a concluding class discussion and explain why they chose certain options.

Materials

A copy of "Two Case Studies" for each student

ACTIVITIES

1. Introduce the topic with a class discussion on how personal values sometimes come into conflict. To start things off you might have students respond to the following questions which present two conflicting values (stealing, preserving life).

   a. Is it wrong to steal food when one is starving, or to steal money or medicine to save another person's life?

   b. Are there circumstances in life when stealing is justified?

   Ask students to recount occasions in the lives of friends or acquaintances they know about when two or more values came into conflict. Have them describe the actions taken and the choices made by the persons involved. Point out that not only do values differ from person to person, but they differ within ourselves.

2. Organize the class into small groups. Write the following directions on the chalkboard:

   > For each case study, respond as a group by following these steps:
   >
   > a. List your options.
   >
   > b. Raise one "but" question or statement for each option listed. For example, "I could ignore the whole problem, but that wouldn't solve it."
   >
   > c. Choose the best option.
   >
   > d. Be ready to explain why you chose a particular option.

Pass out copies of "Two Case Studies." Have students respond as a group. They should brainstorm options, raise questions about each, and then agree on what might be the best option.

3. When the groups finish their work, have them share their answers. Write the group choices on the chalkboard. Then ask them to respond to the following questions.

   a. How do the options chosen by the groups differ?

   b. Would you as an individual have chosen options different from those your group chose? If so, for what reasons? What options would you have chosen?

   c. Do you think your group would choose the same option(s) ten years from now? Why, or why not?

4. As homework, have students ask their parents to respond to the two case studies and state why they would choose a particular course of action. A discussion at the next class meeting can focus on whether parent responses differed from student responses. Conclude the discussion by asking students why they think parents might have selected other options.

ADDITIONAL ACTIVITIES

1. Have students rank the following items in order of priority:

   wealth
   economic security
   self-respect
   family
   knowledge
   freedom
   excitement
   public recognition
   equality
   love
   friendship
   peace of mind
   sense of accomplishment
   career success
   power

   As homework, have students ask their parents to rank the same items. Suggest that they share their own rankings with their parents and explain to each other why these items are (or are not) of value. (Values Education in the Public Schools of Hawaii, p. 41.)

2. Generate a discussion on school values, pointing out that family and school values may sometimes conflict. Have students identify one or two values important to their ethnic group and/or family which may come in conflict with school values. List them on the chalkboard and discuss those of particular interest. (Values Education in the Public Schools of Hawaii, p. 43.)

3. Have students complete a role playing activity from Role Playing in the Curriculum. A variety of related activities are described in Chapters 12, 13 and 14.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

TWO CASE STUDIES

Case No. 1

Your best friend has been having trouble with his algebra and you have promised to help him prepare for an important exam. Twice you have had to break your tutoring appointment with him because of family emergencies. You reschedule the study session for 7:00 p.m. Wednesday night, two days before the test. "Thanks, I'm counting on you," your friend says.

Late Wednesday afternoon as you are preparing the study materials, your mother tells you that your favorite uncle is in town for a few hours on one of his rare visits. He is coming over for dinner at 7:00 and your mother says Uncle George is counting on seeing you. You want very much to stay and visit, but you just can't break another appointment with your friend. Or can you?

Should you leave to tutor your friend, or stay and visit with Uncle George? Which is more important now?

1. List your options:

2. Raise one "but" for each option listed:

3. Choose the best option and write it here:

Case No. 2

One of your teachers had an expensive (personally-owned) tape deck that was stolen from her by a classmate. Everyone in the class, including you, knows who stole the machine, but no one has revealed the person's name. You hear later that the guilty person refuses to return the recorder.

A week after the incident, the teacher makes the following announcement to the class: "I was hoping that the person who stole the recorder would return it, but that hasn't happened. I am stunned and hurt, and frankly, I don't think I'll be able to trust this class again. I think you know who did it. But none of you has come forward with the information and I don't understand why."

You feel awful about what happened to this teacher. Yet your friends feel it would be ratty to fink on a fellow student.

Which is more important, the teacher's feelings about trust and the loss of an expensive piece of personal property, or the unwritten rule not to fink on a classmate?

1. List your options:

2. Raise one "but" for each option listed:

3. Choose the best option and write it here:

8. A PROCEDURE FOR MAKING DECISIONS

Overview

Students develop an awareness of formal and informal decisions they make from day to day, and how some decisions are more important than others. They learn to apply five stages of a formal decision-making process by (1) identifying activities illustrative of each stage, and (2) working through the stages to plan a year's course of study for a student volunteer. They also apply the five stages to a case study, and to selecting one job from among four described for a small group activity.

Materials

A copy of "You Make the Choice" for each group

BACKGROUND

Sources for learning about principles of good decision-making are Deciding: A Leader's Guide, Decisions and Outcomes, (both College Entrance Examination Board publications), and Unit II in Exploring Career Decision Making, McKnight Publishing Company. These three publications contain numerous activities which explore in detail the decision-making process.

The activities in this lesson are intended as a general guide to teach students a formal decision-making process. It should be understood that in real-life situations the steps may not be as discrete nor the procedures as straight-forward. We make many important decisions "on the spur of the moment" or "by the seat of our pants," and in retrospect are not always clear about our motivations, our values, or even our objectives in choosing as we do.

ACTIVITIES

1. Introduce the subject of decision-making as something that we all do every day. Ask students to give examples of both major and minor decisions they have to make. List their suggestions on the chalkboard. Examples such as the following might be included:

    -to get out of bed or sleep another fifteen minutes

    -to watch TV or study

    -to go to bed early and be fresh for the exam or go out with friends

    -to drive beyond the speed limit

-to use drugs

-what clothes to wear to school

-what to eat for breakfast

-to cut class or give the report that is due

-what college to attend

-to sign up for cross-country or football

-to take Shop or Japanese next year

-what kind of summer job to look for

Discuss with students how some of their decisions are more important than others. Point out that thought, study, and investigation may be required before some decisions are made, while others may be made rather routinely.

2. The publication Decisions and Outcomes gives six categories of decisions that are defined according to how they are made. Write these on the chalkboard and explain that there are different ways we make decisions. Discuss briefly which method or methods they use when making the decisions they listed previously.

   a. not under your control; made by others

   b. automatic; never think about it

   c. sometimes think about it

   d. think about it, but don't study it

   e. study about it a little; maybe ask others before deciding

   f. study a lot; do research before deciding

3. Introduce the idea of stages in a formal decision-making process. Ask volunteers to describe difficult decisions they have made, and the methods they used to make the decisions. For example, how did they decide what courses to take this year? Write the stages they went through on the chalkboard. Point out that there is a process involved. Indicate the stages involved in their examples. Also point out that some important and wise decisions can be made by following a formal procedure.

4. Present to the class the five basic stages in the decision-making process. These can be copied on the chalkboard and discussed, or reproduced and passed out to the class.

   Stage 1: Define the decision to be made

   What are you trying to decide? What college to go to? Whether or not to smoke? Are you clear in your mind about the decision facing you, or are your feelings vague?

Stage 2: Examine your values and have an indication of what you want

What do you value? What is important to you? Do you really like working outdoors? Can you live with yourself if you cheat? Is money one of the most important things in your life?

Stage 3: Gather necessary information

Do you have enough information to make a decision? Will you need more information? What do you need to know before you make up your mind? Where can you go to get information? Can you choose between jobs before you have looked into what each one is like?

Stage 4: Examine your alternatives and select the one that's best

What are your alternatives? What risks are involved in each? What benefits? What will be the results of choosing one over the next? What will happen if you do "X"?

Stage 5: Develop a plan to carry out your decision

You've chosen, so now what? You've decided to go to college--now what do you do? You've chosen not to take that drink--now what will you tell your friends who've been urging you on? You've made a decision about a job--what do you do next?

Point out that the five stages are not always clear cut and that the order is not always followed as shown. For example, we may sometimes have the necessary information before we have our values sorted out.

5. Test the students' understanding of the five stages. List the following activities on the chalkboard, and in a discussion have students determine which stage each activity illustrates.

   a. Reading a college catalog to find out whether the school offers the programs you are interested in (gathering information).

   b. Filling out a chart to show the rewards brought by different jobs (gathering information).

   c. Wanting a job for the summer (defining the decision).

   d. Talking to your parents about whether or not they agree with reasons for postponing college (identifying values).

   e. Listing four reasons why going to school this summer might be better than working (examining alternatives).

   f. Thinking about whether music lessons or sports activities bring more personal satisfaction (identifying values, examining alternatives).

   g. Listing four reasons why going to school this summer might be better than working (examining alternatives).

   h. Identifying the safest course of action to take (examining alternatives).

i. Writing letters to four universities after deciding to seek a higher education (developing a plan).

j. Interviewing someone who works in a job in which you are interested (gathering information, developing a plan).

k. Planning how to explain to your friends that you've decided not to go on the camping trip (developing a plan).

l. Realizing you're going to have to decide whether music lessons or athletic activities will be your choice for after school activities (defining the decision).

m. Looking at the characteristics of four school courses and considering them in relation to your objectives in attending summer school (examining alternatives).

n. Thinking about how you're going to feel if you cheat on the math test (identifying values).

6. Involve the class in a formal decision-making process by planning a year's course of study for a student volunteer. Consult with the volunteer as you work through each of the five stages by asking questions and making appropriate suggestions based on the needs expressed by the volunteer.

7. Copy the following case study on the chalkboard and have students read it.

   It's not easy for someone your age to find work, and you realize the "dream job" may not exist. But you follow the want ads religiously, make many phone calls, talk to people, and visit several companies known to hire young people on a temporary basis. After three weeks you have four choices. Now what?

8. Organize students into small groups and provide each group with a copy of the "You Make the Choice" activity. Explain that in making a decision each group is to try to assume the role of the person in the case study. Appoint group leaders who are responsible for reading aloud the problem and writing down the group considerations for each stage of the process. When the groups have completed the activity and made their decisions, have them share what they experienced during the formal decision-making process.

ADDITIONAL ACTIVITY

Have students complete a role playing activity from Role Playing in the Curriculum. See Chapters 12, 13 and 14 for ideas.

RESOURCE

Shaftel, Fannie and George. Role Playing in the Curriculum. Prentice-Hall. 1982.

YOU MAKE THE CHOICE

If you were the person in the case study, which of the following jobs would you choose? Use the five-stage decision-making process in making your decision.

1. Pineapple worker on Molokai. Minimum wages plus generous bonuses. Spend the summer on another island with other students to help harvest the crop. Choice between field work and assisting in machine shop. Room and board provided in addition to salary.

2. Volunteer work for social agency. Teaching water sports to handicapped children. Certificate of achievement and letter of recommendation from the program director provided upon completion. Guaranteed paid job the following summer.

3. Fast food outlet. Hours of constant movement; efficient working conditions. Pays minimum wage. No chance of advancement. Part-time work during school year will be available to summer workers. Located two blocks from your house.

4. Stockperson in supermarket. Twice the minimum wage. Hard indoor manual work. Owner is a friend of your father. The job is intended for an adult, but he is willing to give it to you if it is all right with your parents.

Define your decision. What is it you are trying to decide? ____________________

____

____

Examine your values. What do you like to do? What are your objectives? What job conditions are important?

____

____

____

____

____

Gather necessary information. What information do you have? Is there anything else you need to know? What would you do to get it?

____

____

____

Examine your alternatives and decide. What are the pluses and minuses for each alternative?

Job #1: ______________________________

____

____

Job #2: ______________________________

____

____

Job #3: ______________________________

____

____

Job #4: ______________________________

____

____

Which job do you select? ______________________________

Why? ______________________________

____

Develop a strategy. What do you have to do now? ______________________________

____

____

____

____

9. BECOMING SENSITIVE TO PHYSICAL BARRIERS FACED BY DISABLED PERSONS

Overview

Students learn to distinguish between a handicap and a disability during a brief discussion. Six students assume roles and present a script which introduces architectural barriers frequently encountered by physically disabled persons. After the presentation, students identify these barriers and suggest ways to eliminate them.

Materials

6 copies of "Physical Barriers"

BACKGROUND

1. A handicap can be defined as an obstacle that makes it difficult to participate in a group or in an activity. For example, if you want to get a book off the top shelf, but the shelf is too tall and there's no stool available, then you are handicapped. Looked at in this sense, all of us have found ourselves in situations where we were handicapped in one way or another.

2. A disability is an emotional, mental, or physical limitation. A person confined to a wheelchair because he or she is paralyzed from the waist down has a disability. A man who is 78 years old and has great difficulty walking up stairs has a disability.

3. Not all disabled persons are handicapped in every situation. A person who has lost a right hand is disabled but can learn to write with the left hand, or be fitted with an artificial limb and trained to use it. A handicap, in many cases, can be overcome.

ACTIVITIES

1. Write the words disability and handicap on the chalkboard and have students discuss differences between them. Provide examples of each, being sure to point out that while not everyone is disabled, everyone has been handicapped at one time or another. The following examples might be included in your discussion:

Handicap	Disability
-you want to take Algebra II, but the school requirement says you have to take Algebra I first	-you are confined to a wheelchair because your legs are paralyzed

-you want to be a police officer, but the height and weight requirements eliminate you

-you want to do your best in the cross-country race, but you have a cold

-you want to go to college, but your grades have not been very good

-you have lost your right hand in a car accident

-you are legally blind

-you are 80 years old and have trouble walking up and down stairs

-you had polio as a child and have to wear a leg brace

2. Have students describe handicaps they possess individually or collectively that would make it difficult to participate in a group or in an activity. List these on the chalkboard. Ask students to identify one or two things that could be done to eliminate these handicaps.

3. Give six students copies of "Physical Barriers" and ask them to assume the roles of three disabled students and three school reporters. Allow them time to study the script.

4. Before the script is presented, explain to the class that the presentation will be an enactment of a scene in which three school reporters interview three disabled students for an article on the problems encountered by disabled people. Have the characters introduce themselves, explain the nature of their disabilities, and present the script.

5. Address the following questions in a class discussion after the presentation.

   a. How were Susan, Robert, and Greg disabled?

   b. How were they handicapped? Were they handicapped in all areas of their lives?

   c. A poster used by the Commission on the Handicapped contains the slogan "A Ramp Is a Step Ahead." In light of what you just heard, what do you think this slogan means?

6. Ask students to name environmental barriers faced by the three disabled students. List these on the chalkboard. Have students suggest ways to eliminate these barriers.

ADDITIONAL ACTIVITIES

1. Show the filmstrip "Chester: In Search of Community" available through the State Department of Health or the Mental Health Association. Discuss the barriers faced by mentally and emotionally handicapped persons in their search for a sense of community and acceptance.

2. Invite an architect or developer to talk to the class about the design of new buildings which take into account the needs of the disabled.

3. Have students interview senior citizens and write short reports on the world of an elderly person whose capacity for movement is limited.

RESOURCES

1. Commission on the Handicapped, 335 Merchant Street, Rm 215, Honolulu, Hawaii, 96813. Phone: 548-7606.

2. "About Barriers." Pamphlet. Architectural and Transportation Barriers Compliance Board. Washington, D.C. 20201. (A&TBCB-(79)00002).

3. Hawaii State Statutes, Section 103-50. General requirement that building design is to consider needs of the handicapped.

4. American Institute of Architects, 1735 New York Avenue, N.W., Washington D.C. 20006.

5. The Committee on Barrier-Free Design. President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington D.C. 20036.

6. "Barrier-Free Architecture: 'Yesterday's Special Design Becomes Tomorrow's Standard'" AIA Journal. March, 1975.

7. Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982. Contains role-playing situations on accepting others which may be helpful. See pages 304-310.

PHYSICAL BARRIERS

Characters: There are six characters: three student reporters, and three disabled students. GREG is confined permanently to a wheelchair following a car accident. SUSAN is paralyzed from the waist down as a result of a congenital deformity and is confined to a wheelchair. ROBERT is ambulatory and walks with the help of a cane. He had polio at the age of ten.

Reporter 1 Greg, what changes took place in your life after your accident?

Greg Well, after I accepted my disability, the main difference was the loss of spontaneity. I can't jump up and do anything any more.

Reporter 1 Can you explain what you mean?

Greg Let me put it this way. If you were sitting around the house with a friend and she said, "Hey, let's go out for pizza," you'd say, "Great!" and head out the door. But if you're like me, and in a wheelchair, then you'd better have a real battle plan worked out. Just for pizza.

Reporter 2 What do you mean, "battle plan?"

Greg Well, you have to know which pizza parlor is accessible to a person in a wheelchair. If you can't get to it, no point going, right? You've got to think about whether you can move around in the place, whether you can fit your wheelchair arms under the table so you can eat without dropping food all over your lap. Oh yeah, and the restrooms, you'd better pick a place where they're easy to get to, not upstairs or down some narrow hallway. You've got to think about the parking lot, you know, can you get your wheelchair out of the car after you're parked.

Anyway, what I'm saying is you just can't all of a sudden do anything or go anywhere. Not any more. Everything has to be thought out and planned in advance.

Reporter 3 How about you, Susan. What kinds of problems do you encounter?

Susan Well, I've been in a wheelchair since I was a kid, so I'm pretty used to it by now. See how strong my arms are? Planning ahead is part of my life, whereas Greg, with his recent disability, has a lot to get used to.

I think what's hard for me is passing up so many activities because I can't get to them. Some newer buildings have ramps instead of stairs, so you can get to the door. But a ramp is only a first barrier.

Reporter 3 What do you mean?

Susan Let me give you an example. A lot of buildings have been built with ramps, but sometimes, when you get to the top of the ramp, you're met with a door that's impossible to open. I mean, a lot of doors are simply too heavy for people in wheelchairs to manage.

Reporter 3 So what do you do then?

Susan You wait. In the hot sun, in the rain, in whatever. You've got to wait for someone who can walk to open the door for you.

Robert Right! And that's not all either. Supposing the floor you need to get to requires use of an elevator. How do you think someone in a wheelchair is going to reach those buttons? See the problem?

Reporter 1 Yes. I've been wondering why new buildings have elevators with the buttons close to the floor.

Robert Unless the building conforms to standards set for people like us, you know, with elevator buttons accessible to people in wheelchairs, ramps, and so forth, you've got to wait until someone helps you. It can really be frustrating.

Reporter 2 You're not in a wheelchair. Do you still have problems?

Robert Yeah, but these braces make it necessary to use a cane. I can push an elevator button now, but I have a lot of trouble with stairs. It takes me ten minutes to get to English class because the railings weren't designed with people like me in mind. If there's no guide rail in a stairway, I'm really stuck.

Susan I've seen you really stuck on a rainy day if there's no walkway between buildings.

Robert Yeah, but not as stuck as you are.

Greg I'm just beginning to learn some of the problems I'm going to have to deal with the rest of my life! All my classes have to be on the first floor because I can't use the stairs. The buildings in my school are kinda old, so the doorways are too narrow for me to manage by myself. Someone's got to bump me over the threshhold and push me to a corner of the room where I won't be in anyone's way.

Robert I'll bet you're always late to class.

Greg You bet right. It takes me 15 minutes to get from Algebra to Social Studies because there's no walkway. Someone has to push me across the grass.

Reporter 2 I guess I don't have to ask what happens when it rains.

Susan When I was in 6th grade, I couldn't go to the auditorium because there was no way I could get into the building unless someone carried me. I had a hard time in the cafeteria too, because there wasn't room in the aisles to move my wheelchair in.

Robert And we won't say anything about the restrooms.

Susan Or the water fountains.

Robert Yeah, I'm remembering all the excursions I couldn't go on when I was a kid because they couldn't get me on the bus. It was hard on my teachers too, because taking me along meant they had to spend a lot of time finding out if they could get me to the place the class was visiting.

Reporter 1 That brings up a question I wanted to ask. I remember reading somewhere that not only is there a problem getting into buildings and moving around once you're in them, but there's also a problem getting to those buildings in the first place.

Susan I'm glad you brought that up. People who aren't disabled can simply think about walking, using the bus, catching a plane, or whatever. But for me, each of these poses a bunch of barriers. One day I'll be able to drive in a specially fitted car. But there's no way I can take a bus.

Robert Someone once said if president-elect Franklin D. Roosevelt traveling in 1933 from Hyde Park, New York, to Washington DC for his inauguration, had been forced to rely only on transportation services, he would never have made it.

Reporter 3 What do you mean?

Robert He couldn't have walked up the steps of a bus or train. If he had decided to fly, he probably would have been denied passage unless he had a husky companion with him. Do you know that until recently there was no way of getting a person in a wheelchair off an airplane if the attendants refused to carry him or her?

Reporter 3 No, I didn't.

Robert Anyway, even if Roosevelt made it to Washington, he would have found not only more inaccessible buses, but also a bunch of taxi drivers who would refuse to pick up a

	wheelchair passenger.
Greg	Even today, a person similarly disabled would meet the same barriers on a trip to almost any city in the United States.
Reporter 2	Where can you go in your wheelchair?
Susan	Well, supposing I wanted to take a "walk" in my neighborhood, just to get some fresh air. My walk would be a very short one. It would end at the first intersection.
Reporter 2	Why?
Susan	There's no curb ramp, and the drop there is quite deep.
Reporter 1	What about curb jumping?
Susan	Not me, I'm afraid. Some disabled veterans have learned to do all kinds of wheelchair acrobatics, including curb jumping. But that curb at the intersection on my street might as well be a brick wall. And it would be that way for most people in wheelchairs.
Greg	What you've got to understand is that the majority of people who are physically disabled--including children and people who are old and unable to work--don't have the resources to buy and operate their own cars.
Robert	And when you can't move around your environment, it's like being in prison. Only you can't see the bars with your eyes. You have to see them with your minds.
Reporter 3	But how many people do these barriers really affect? Should changes be made to aid only a few?
Susan	We're not talking about a few. There are over 400,000 people in this country who live in wheelchairs. And people in wheelchairs are only a fraction of the total number of the disabled.
Greg	And the life expectancy of our population is increasing. One out of every two persons over 65 suffers some limitation on movement. Not all these elderly people live in wheelchairs. Many use walkers or canes. And most elderly people rely heavily on public transportation, because it's cheaper.
Robert	In time, most of us will meet the same barriers faced by physically disabled people like Greg, Susan, or me.
Reporter 1	Well, it's something to think about. Thank you very much.

10. WHAT DOES GROUP MEMBERSHIP OFFER YOU?

Overview

Students identify groups they belong to and consider reasons why group membership is important to personal development. In small groups they identify requirements, responsibilities, privileges, and rewards of membership in a specific organization and then share their answers. Positive and negative aspects of membership also are considered in a brief discussion. Students then complete a survey of groups they belong to and identify other groups they would like to join.

Materials

One or more copies of "Group Survey" for each student

BACKGROUND

Most people have a need for and derive personal benefits from associations with others in groups. There are probably few influences upon our behavior more powerful than the support and approval of a group of friends or associates. (David W. Johnson. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Prentice-Hall, Inc. 1972. p. 13). In learning new skills, the approval of a group is a powerful source of motivation and support.

Groups generally have requirements for membership. Requirements may be simple and expansive. "Anyone who wants to may join." Or, they may be exclusive and complex. Some clubs may require a physical examination, member sponsorship, a hefty entrance payment, stringent credit checks, acceptance by the membership, etc.

Membership in a group entitles us to certain rights and privileges. These rights and privileges are part of the attraction of the group. Belonging to a health club entitles us to the use of expensive sports equipment, the facilities, and various sports programs. Membership in a chess club allows us to play in official tournaments. These rights and privileges are different from rewards in that they are the same for all group members.

In exchange for the rights and privileges offered by the group, we are expected to exercise certain responsibilities. We attend group meetings, we participate in group activities, we support the group efforts, we pay our dues, and so forth. Often, membership will hinge on our carrying out all responsibilities.

When we exercise our rights and accept the responsibilities, we reap personal rewards. As participating members we are esteemed, regarded, and supported by the group. Rewards, in contrast to rights and privileges, differ from person to person.

ACTIVITIES

1. Ask students to name groups in which they hold membership. They should include school groups; social groups; "cliques," groups associated with the arts, sports, academic areas, hobbies, and special interests. List at least ten of these on the chalkboard. Point out that most people belong to at least one group. Keep the list on the chalkboard for use in activity No. 4.

2. Ask students why they think people need to belong to groups. Lead the discussion to the idea that approval, support, and esteem of friends and peers is a powerful influence on behavior and growth. To personalize the discussion, you can have volunteers name groups they belong to and ask one or more of the following questions:

   a. Why did you join that group? How did you join?

   b. Why did you join that group and not another one? What do you get from that group that you wouldn't get from another one?

   c. Was it your idea to join?

   d. Do you enjoy your membership?

3. Draw four columns on the chalkboard and label them: a) Requirements, b) Rights and Privileges, c) Responsibilities, and d) Rewards. Point out that groups are characterized by these four areas, and that we need to know something about each area before we join a group.

4. Organize students into small discussion groups. Each group should select one of the organizations from the list on the chalkboard and identify specific items for each of the four areas. When the groups are finished, have them share their ideas. Make one composite list on the chalkboard as in the example on the following page.

CROSS COUNTRY TEAM

Requirements	Rights and Privileges	Responsibilities	Rewards
desire to run and compete	coaching advice	meet after school to train	respect for others
pair of running shoes	run in state meets	follow prescribed program	good feelings about myself
physical exam or doctor's OK	exclusive use of track after school	support the team	team support and encouragement
commitment to hard work	school running uniforms	show up for meets	chance to win
	discount at running stores	eat and sleep right	possible college scholarship
	chance to compete with other schools		chance to improve

5. Discuss with students positive and negative aspects of group membership. You could organize students into groups and have them list positive and negative aspects of group membership, or generate a list in a class discussion. The following questions could be used to stimulate thought.

    a. How do groups help you? What are some long-term rewards you might gain from membership? (college scholarships, lifetime interest in an activity, choice of career, etc.)

    b. How do groups control you? (Have students first consider a specific group.) When and how could this control be negative, rather than positive? (when group values are different from your own; when group activities are harmful; when the group gets you to do something against your better judgement; etc.)

    c. What specifically would your response be if you were suddenly denied access to a group in which you have been a member. (join another group; be depressed; go to the school authorities; etc.)

6. Give each student a copy of "Group Survey." Ask them to list the groups, clubs, and/or organizations they belong to and fill in the information requested for each.

7. After they have completed the survey, copy the following questions on the chalkboard and have students write answers to them on a separate sheet of paper.

    a. Are you satisfied with the number and quality of groups you belong to?

b. What other groups would you like to join? Next to each, write your reasons for wanting to join.

c. Can you think of one or two groups that might bring you long-term rewards after you graduate from high school?

You may wish to file the responses which students could review later during the semester to determine if their interests have changed.

ADDITIONAL ACTIVITIES

1. Have students interview their parents about groups which brought them the greatest long-term rewards. Students can share their findings with others in a class discussion.

2. Invite school coaches from various team sports to talk about the requirements, privileges, and responsibilities of membership. Encourage students to ask questions about possible rewards of participation.

3. Show and discuss one of the following films available at the Career Information Center, Office of the State Director for Vocational Education, University of Hawaii.

   a. Belonging to a Group (two parts). Discovering Your Personality Series. Guidance Associates. 1973. (two filmstrips, two cassettes, and teacher's guide.)

   b. The Cliques. Self Incorporated Series. Agency for Instructional Television. 1975. (16 mm. film and teacher's guide.) Learning activities and film stress the need for group membership as well as the need for individuality.

4. Have students role-play "The Menace in the Tree" (p. 215) or another related activity in Role Playing in the Curriculum.

RESOURCE

Shaftel, Fannie and George. Role Playing in the Curriculum. Prentice-Hall. 1982.

GROUP SURVEY

Name of Group	Requirements	Rights and Privileges	Responsibilities	Rewards (long and short term)

11. IS YOUR REPUTATION IMPORTANT?

Overview

A series of statements is used to trigger a discussion during which students frame a definition of "reputation." They then consider ways people get reputations and cite examples of each. In small groups they examine case studies concerned with how their reputations could be changed, and the effect the reputations could have on their lives. Students also discuss how a reputation could affect a person's self-concept and long-range career and educational interests.

Materials

A copy of "Two Case Studies" for each student

ACTIVITIES

1. Copy the following statements on the chalkboard and ask students to read them.

   "Don't mess around with him. He'll fight anybody!"

   "Be sure you double lock your valuables when he's around."

   "I heard she's real strict. You gotta work for your grades."

   "That girl's fast. She ran a five minute mile last year."

   "He's a lucky survivor. His car was totaled, but he only had a small scratch on his arm."

   "See that guy? He'd sell his brother if he could get something out of it."

   "She's a brain."

   "Don't tell him anything unless you want everybody to know."

   "Everybody knows she's fair."

2. In a brief discussion, have students frame a definition of "reputation." Write their suggestions on the chalkboard. Make the point that everyone has some kind of reputation, although a person's reputation at home, in school, in the neighborhood, in clubs or on teams, with friends, etc. may be quite different.

3. Ask students to suggest different ways a person could get a good or bad reputation. Write these on the chalkboard. The list might include the following:

   - -by accident
   - -by demonstrated behavior, good or bad
   - -by one act that everyone hears about
   - -by being lucky
   - -by working hard at it
   - -by someone lying about him or her
   - -by what they say
   - -by deliberate gossip and rumor

   If students are inclined to give specific examples, allow them to do so.

4. Give each student a copy of "Two Case Studies." After they have read the studies, organize the class into small groups. Copy the following chart on the chalkboard and ask the groups to discuss and prepare responses to the information requested.

	Jenny	Mr. Lewis
a. Describe this person's reputation.		
b. How did he/she get it?		
c. Name two ways it might affect their lives.		
d. Describe two ways they could change their reputation.		

5. Have the groups share their responses in a class discussion. Guide students to recognize different ways people get reputations, ways lives

might be affected (fairly or unfairly), how reputations can change, and what effect a reputation may have on self-concept and educational or career interests.

6. As homework or a follow-up activity, have students choose two friends or acquaintances with "good" or "bad" reputations. Without naming the acquaintances, they should describe in writing their reputations, how they got their reputations, and whether these reputations seem to be fair or unfair.

ADDITIONAL ACTIVITIES

1. Why would someone want to have a "bad" reputation? Have students discuss what a "bad" reputation is, then give reasons why a person would participate in activities that result in a bad reputation.

2. Discuss with students the different reputations a person might have. For example, a person might be considered "honest" by his family, but "dishonest" by his friends. Ask them to conjecture why a person might have a different reputation in some activities and situations, but not in others.

3. Have students write a short essay on how they would help Jenny regain a good reputation.

4. Have students role play "Paper Drive" (p. 141) or another related activity in Role Playing in the Curriculum.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

TWO CASE STUDIES

No. 1

The purse just sat there on the bench in the locker room as if it were begging to be opened. Jenny knew it belonged to Myra, and wondered how a girl who was usually so careful could have left her bag where anyone could walk off with it.

"I wonder what's in it?" Jenny thought to herself. Maybe I'll just take a quick peek." She picked up the bag and opened it. Comb, hairbrush, pencils, lipstick, a spray bottle of perfume. And a wallet! Jenny held the fine leather wallet in her hand, then opened it quickly. "There's more than $20 here," she said out loud. Her heart began to pound. Why was she suddenly so nervous?

Jenny looked around. Nobody. She was alone. Everyone else was in the gymnasium. Nobody would see her take the money. Just this once, then she'd never miss it.

In those brief seconds, Jenny made a choice. Quickly, she reached into the wallet, pulled out the bills, and started to put them into her own shoulder bag. Suddenly, from behind her she heard, "What do you think you're doing with my bag?"

Jenny spun around. It was Myra. Jenny stood there, helpless. "I . . . I . . ." she sputtered.

Myra walked up to her and snatched the money out of her hand. "Thief!" she hissed, then grabbed her wallet and purse and walked out of the locker room.

With a sinking feeling in her stomach, Jenny knew within herself that the whole school would know what she had done.

No. 2

Frank looked across the school courtyard and saw his friend Cisco slumped against a tree, looking as if the whole world were against him.

"Hey, Cisco," said Frank, sitting down next to his friend. "What's happening? You look kinda down."

"Yeah. I had a bad week," said Cisco.

"What happened?" asked Frank.

Cisco ran his hands through his curly hair and took a deep breath. "It's my parents," he blurted out. "They're getting a divorce."

Frank shook his head. "Oh, wow. I knew something was wrong when you didn't show up for practice."

"They dropped the bomb on me last Saturday. I thought I could handle it, but I feel . . . so confused. One minute I understand. The next minute I want to strangle them. I don't know . . . I can't concentrate on anything."

"Can you talk to them about it?" asked Frank.

"Nah. Not right now. They're too wrapped up in their problem to listen to mine. And boy do I have problems!"

Frank put his hand on his friend's shoulder. "You should talk to someone."

"Yeah," said Cisco, "but who? I'm not going to no shrink. I'm not the one who's crazy."

"No, no." said Frank. "I'm not thinking about a shrink. Just someone sympathetic. How about Mr. Lewis."

"You mean the counselor?"

"Yeah! He's terrific. He helped Rose with some personal problems last year. And when Tim got into trouble this semester, Lewis found ways to help him out. And remember Bobby couldn't get along with the new math teacher? Mr. Lewis got the two of them together. Everyone says he's fair. And he listens like he really cares. You know that. Everybody knows that."

12. HOW IS READING RELATED TO PERSONAL GROWTH?

Overview

Students survey their reading habits in a questionnaire. After analyzing their responses, they explore in a class discussion how reading is related to personal growth and development.

Materials

A copy of "Reading Questionnaire" for each student

ACTIVITIES

1. Introduce the topic by asking the class to identify the different kinds of things they read. List these on the chalkboard, for example:

   school materials
   comics
   newspapers
   labels on food
   poetry
   Bible
   music
   textbooks
   instructions
   magazines
   school notices
   novels
   letters
   bills
   hobby magazines
   street signs

2. Guide students to establish from the items in No. 1 a list of reading categories. Following are possible categories based on the purposes and functions of reading activities. Students should see how the items correspond with the categories.

   Reading for Pleasure and Escape (novels, comics, etc.)
   Survival Reading (signs, labels, instructions, etc.)
   Informative Reading (magazines, newspapers, etc.)
   Special Interest Reading (hobbies, special subjects, etc.)
   Communication (letters, notes, etc.)
   Required Reading (textbooks, school materials, etc.)
   Inspirational and Spiritual Reading (Bible, poetry, etc.)
   Dictionaries, Directories

3. Give students copies and ask them to complete the "Reading Questionnaire." After they finish, compile on the chalkboard a rough class consensus of responses, or ask individual students to share their responses as bases for making class comparisons.

4. Conduct a class discussion on the relationship of reading to personal growth and development. You might first ask students who frequently read for pleasure and regularly use the library to share their reasons for reading and identify the personal benefits reading brings. Following are questions you could ask students to consider.

a. In our society, reading is often thought of as an upper or middle class activity. Yet in some countries, people from all walks of life read and continue to read throughout their lives. How do you feel about who does the reading and the advantages they might gain from it?

b. Do your parents, teachers, and friends read for pleasure? Do you feel you live in a climate conducive to reading?

c. Can you think of ways the ordinary person is directly affected by the ability or inability to read and understand? (for instance: reading and understanding the law; being able to understand instructions; being able to make sound decisions based on information obtained through reading; being able to pass written exams such as civil service tests, college entrance exams, etc.)

d. Do you think it is worthwhile to be considered "well read"? Why, or why not? What do you believe are the characteristics of a "well read" person?

e. Based on your experience, what can be gained from books read for pleasure that might not be gained from everyday experience?

f. Were you read to as children? Share what you can remember about the activity. Do you think this has influenced your present attitudes about reading?

ADDITIONAL ACTIVITIES

1. Have students conduct a survey of the reading habits of adults other than their parents. They could interview teachers, relatives, and/or adult friends, and establish whether or not those interviewed live in a "climate" that motivates them to read.

2. Have students hypothesize why people do not read much for pleasure. They can confirm their hypotheses by looking at their own daily activities, values, adult influences, etc.

3. Have students describe one area of interest in which they are vitally involved. This could be an activity, a hobby, a wish, a subject, anything which they feel is meaningful to them. Each student should then spend some time in the library to see if they can find at least one book, magazine, or other publication which deals with that area and which might complement, intensify, or enhance their interests. If they cannot find anything, they should write a short paper on why the printed word is inadequate.

READING QUESTIONNAIRE

Mark your responses to the following questions on the chart.

1. How often do you read? Rate each category on a frequency scale of 1-5 (1 = never, 5 = every day).
2. What kinds of reading do you enjoy? Rate each category on a preference scale of 1-5 (1 = least preferred, 5 = most preferred).
3. Who encourages you to read? For each category, decide on the source or sources of motivation and write the appropriate letter.

S = Self	E = Experts
P = Parents	F = Friends
T = Teachers	O = Others

4. How important is reading to your personal, educational, or career-related growth? Rate each reading category on a value scale of 1-5 (1 = no effect on personal growth, 5 = great effect on personal growth).

Reading Categories	1. Frequency	2. Preference	3. Motivation	4. Value
Pleasure and Escape				
Survival Reading				
Informative Reading				
Special Interest Reading				
Communication				
Required Reading				
Inspirational and Spiritual				
Dictionaries, Directories				

13. PERSONALITY . . . IMPORTANT TO SUCCESS IN LIFE?

Overview

Students build through discussion an understanding of "personality" and its importance to school life, relationships with others, and employment. They consider the value of two sources of information about themselves--self-evaluations, and evaluations by friends and relatives. They complete a personality profile of themselves and then have a selected person they trust complete the same profile. Students compare the two profiles to determine the reliability of their own evaluation and those of others. The lesson is concluded with another discussion of the importance of personality to success in life, and by writing a brief essay on the qualities of personality a school principal would expect a secondary school teacher to have.

Materials

A copy of "The Reliability of Outside Sources" for each student
Two copies of "Personality Profile" for each student

ACTIVITIES

1. Write the word "personality" on the chalkboard and discuss with students how personality is important to personal development. How, for example, does personality influence friendships, school life, relationships with parents, and employment? Read the following material to students to trigger discussion.

> The word "personality" refers to all of our characteristics--the way we look, feel, think, and behave. How would you describe your personality? Let's begin with dependability, a trait your parents and teachers seem always concerned about. Are you a person who carries out assigned tasks? Can people depend on you to do what you say you will do? Are you friendly and outgoing? Do you relate well to strangers and new acquaintances as well as to old friends? Are you able to make others feel comfortable in your presence? Are you considerate and thoughtful? Do you try to avoid hurting another person's feelings? Are you tolerant? Are you willing to accept the ideas of others? Are you accepting of differences? Are you able to overcome your prejudices? These are only a few of the many qualities of personality to consider when thinking about yourself.

2. Lead the discussion to the question of the two sources of information we have about ourselves--self-evaluations, and evaluations by others. Use the following questions to guide discussion.

    a. One way to find out about your personality is to take a good look at yourself from the inside. What are ways you can conduct this self-examination? (self-inventories; tests; personality tests; interest tests; reflection; observing yourself; etc.)

    b. How do we learn about ourselves from others? (from thoughts and feelings they express; from their actions towards us; from the way they treat us; from the ways they react to our behavior; etc.)

    c. How do you express your feelings towards others? For example, what are some ways you show approval to a friend or family member?

    d. Why do you think you might appeal to one person, but not to another? Are you different depending on who you are with, or is one person simply more accepting of you and your faults?

    e. What would the world be like if everyone had the same personality?

3. Have students complete "The Reliability of Outside Sources" form (Source: A Supplement to the Guidance Curriculum Guide, Supplementary Learning Activities. SA2D, p. 105). When they are finished, have them select one source whose opinions they trust. Ask volunteers to explain why they find their choices especially reliable.

4. Pass out one copy of the "Personality Profile" to each student. Copy the following instructions on the chalkboard:

    -Circle one number on each line. The number 4 represents a quality halfway between two extremes.

    -Be fair, serious, and consistent about selections.

    -No one will see the profile you mark for yourself.

    -When you are finished, draw a line connecting all the circled numbers.

    Before they begin, explain that only numbers 1 through 7 are valid choices. The numbers 0 and 8 are extremes and probably should not be chosen. Ask them to add others to the list they feel are important in the spaces provided. When they have completed the profiles, have students set them aside.

5. As homework, ask students to have the reliable source chosen in activity No. 3 rate you using a second "Personality Profile" form following the same instructions.

6. At the next class session, copy the following questions on the chalkboard and have students write the answers to them on a sheet of paper.

a. Which qualities were rated differently by you and your source?

b. What do you think is the reason or reasons behind these differences?

c. Which estimation do you believe is more accurate, yours or the outside source? Why?

d. Which qualities were rated similarly by you and your source? What do you think this shows?

e. What did you learn from this exercise?

7. Conclude the lesson by discussing with students the importance of personality to success in life--in school, in higher education, in a career. As an out-of-class assignment you might have students write a brief essay on the kinds of qualities of personality they believe a school principal will expect of a person who chooses a career as a secondary school teacher.

ADDITIONAL ACTIVITIES

1. Have students list those qualities they would like to change. They should give at least one reason for each quality they want to change.

2. Have students write a short essay titled "Is It Possible to Change Your Personality?" in which they give evidence for or against the possibility of change.

3. Present students with the following case studies and have them identify a) two jobs the person would be qualified for, b) two jobs the person would not be qualified for, and c) two jobs where the described traits would not make a difference. Students should be ready to explain their answers.

Case Study 1

John is friendly, easy to know, and very open about himself. Friends say he has a good sense of humor, and is cheerful about even the most unpleasant tasks. He works well with people, and seldom challenges his superiors. His employer observed that he couldn't remember John questioning his authority or complaining about the work he was asked to perform. "His colleagues enjoy working with him," John's employer says.

Case Study 2

Jennifer is extremely competitive. A person who has known her for many years says, "She is private and hard to get to know." Her manner is generally termed aggressive and impolite by the few with whom she has come in close contact. Some might think her intolerant, but she has little patience with the mistakes of others as well as herself.

You might generate discussion by asking students "Who would most likely be the best spy, used car salesman, social worker, teacher, civil service employee?"

4. Have students role-play one of the self-acceptance situations in Role Playing in the Curriculum, pp. 283-316.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982

67

THE RELIABILITY OF OUTSIDE SOURCES

DIRECTIONS Rate the reliability of the following outside sources in terms of the information they could provide about yourself.

1--excellent source of information

2--good source

3--fair source

4--poor source

_____ Friend you had since elementary school

_____ Friend you got to know in the last year

_____ Teacher

_____ Counselor

_____ Mother

_____ Father

_____ Favorite relative

_____ Brother or sister

_____ Family doctor

_____ Neighbor

_____ Pen pal

_____ Boyfriend or girlfriend

_____ Coach

_____ Classmate

PERSONALITY PROFILE

Pessimist	0	1	2	3	4	5	6	7	8	Optimist
Lazy	0	1	2	3	4	5	6	7	8	Energetic
Inflexible	0	1	2	3	4	5	6	7	8	Flexible
Nervous	0	1	2	3	4	5	6	7	8	Calm
Humorless	0	1	2	3	4	5	6	7	8	Sense of humor
Few friends	0	1	2	3	4	5	6	7	8	Many friends
Disloyal	0	1	2	3	4	5	6	7	8	Loyal
Shy	0	1	2	3	4	5	6	7	8	Outgoing
Silly	0	1	2	3	4	5	6	7	8	Serious
Hard to know	0	1	2	3	4	5	6	7	8	Easy to know
Polite	0	1	2	3	4	5	6	7	8	Rude
Listless	0	1	2	3	4	5	6	7	8	Alert
Untidy	0	1	2	3	4	5	6	7	8	Neat
Dishonest	0	1	2	3	4	5	6	7	8	Honest
Poor sport	0	1	2	3	4	5	6	7	8	Good sport
Intolerant	0	1	2	3	4	5	6	7	8	Tolerant
Unreliable	0	1	2	3	4	5	6	7	8	Reliable
Quarrelsome	0	1	2	3	4	5	6	7	8	Agreeable
Unfriendly	0	1	2	3	4	5	6	7	8	Friendly
Impolite	0	1	2	3	4	5	6	7	8	Polite
Aggressive	0	1	2	3	4	5	6	7	8	Passive
Careless	0	1	2	3	4	5	6	7	8	Cautious
Private	0	1	2	3	4	5	6	7	8	Open
Competitive	0	1	2	3	4	5	6	7	8	Non-competitive
Talkative	0	1	2	3	4	5	6	7	8	Quiet
__________	0	1	2	3	4	5	6	7	8	__________
__________	0	1	2	3	4	5	6	7	8	__________
__________	0	1	2	3	4	5	6	7	8	__________

14. SELF-AWARENESS . . . IMPORTANT TO SUCCESS IN LIFE?

Overview

Students participate in a discussion to increase their understanding of the importance of "knowing self" to educational and career goals. They are then introduced to the "Johari Window" to build an understanding of the four different areas of self. Students identify their own personal characteristics for the Free and Hidden Areas, and then through small group activity they obtain from classmates a list of positive characteristics for the Free and Blind Areas. They compare their original list with the new list to learn new information about themselves. The lesson is concluded with a discussion on the value of improved self-understanding to success in education and in a career.

Materials

A copy of "Johari Window" for each student
Five 3" x 5" cards for each student

BACKGROUND

The material in this lesson is based on the work of David W. Johnson in Reaching Out: Interpersonal Effectiveness and Self-Actualization. Johnson writes that self-awareness is a first step to self-understanding, and important to making decisions about changing present behaviors to more rewarding and effective ones. Self-awareness is a prerequisite for building strong relationships with others.

Johnson describes two ways of becoming more self-aware: 1) listening to yourself in order to understand how and why you react as you do, and 2) listening to others in order to understand how they see you and how they react to your behavior.

The Johari Window used in this activity (J. Luft. Of Human Interaction. Palo Alto, Calif.: National Press, 1979) shows how there are things you both know and do not know about yourself, as well as things others both know and don't know about you. The Johari Window divides the self into four areas: Free, Blind, Hidden, and Unknown. In the Free area are the personal traits and behaviors known by you and the people in your life. In the Blind area are those things unknown by you about yourself, but known and recognized by others. In the Hidden area are the things you keep hidden from others--you know this part yourself, but others don't. Lastly, the Unknown area is that part of you which is known neither to yourself nor others. This is the undiscovered part of you. Johnson argues that building interpersonal relationships involves enlarging our free areas while decreasing our unknown and/or hidden ones.

ACTIVITIES

1. Write the phrase "knowing yourself" on the chalkboard and initiate a discussion on what it means and why it is important to personal growth, future interpersonal relationships, education and career plans. Lead the discussion toward the idea that knowing yourself means being aware of thoughts, feelings, actions, talents, interests, likes and dislikes, values, and so forth. The following questions can be included:

   a. What do you think "knowing yourself" means?

   b. What is there about yourself that would be of value to know?

   c. Why do you think knowing yourself might be important to making plans for education beyond high school and career decisions?

   d. How can knowing yourself help you grow as a person?

   e. What is the source of information we have about ourselves? (Point out that it can come from yourself and from others.)

2. Pass out copies of the "Johari Window" and explain that the diagram represents each person's self. In a class discussion, cover the following ideas, indicating the appropriate areas as you explain their meaning.

   a. There are things you know about yourself (A), and things you don't know (B). There are things others know about you (C), and things they don't know (D).

   b. Your Free Area includes those things about yourself that both you and others are aware of.

   c. Your Blind Area contains things others know about you but you are not aware of.

   d. Your Hidden Area contains things that you know about yourself but others are not aware of.

   e. Your Unknown Area contains things about yourself that neither you nor others are aware of. This is the "mystery" part of you, your undiscovered self.

3. To test students' understanding of the "Johari Window," either read aloud or copy the following on the chalkboard. Ask students to name the area in which each item belongs.

   -Both you and your friends know you have a short fuse, and you're working to control your temper. (Free Area)

-Your employer tells you she thinks you have an ability to handle people. You are surprised and pleased. (Blind Area)

-Your friends don't think you've got what it takes to pass Algebra II, but you know you can do it if you really try hard. (Hidden Area)

-You discover at age 18 that you have a real talent for music that nobody knew was there--not even you! (Unknown Area)

4. When you are satisfied that students understand the distinctions among the four areas of the "Johari Window," have them write in the boxes two or more of their personal characteristics which belong to the Free and Hidden Areas. When they are finished, ask them to set the sheets aside for later use.

5. Organize students into groups of five and give each student five 3" x 5" cards. If the group size varies, be sure to provide each student with as many cards as there are group members. Have the groups complete the exercise that follows. You can take them through the procedure one step at a time, or copy the instructions on the chalkboard and have the groups follow them on their own.

Instructions

Part 1

a. Write a different group member's name (including your own) on each card.

b. On the back of the card, write two positive characteristics of the person whose name appears on the front.

c. On the card with your name, write two positive personal characteristics you think the other members of your group are not aware of.

Part 2

d. Name a group leader. The leader collects the twenty-five cards and places them in one stack.

e. Without showing the name on the card, the group leader takes the top card and reads aloud the two characteristics. Your group then decides by consensus which person's characteristics have been named. After you've decided, the group leader places the card (name side still down) in front of that person.

f. Repeat the procedure until all the cards are distributed.

Part 3

g. Look at your five cards.

h. If you have received another person's card, return it to the person whose name appears on the front.

   i. Wait for further instructions from your teacher.

6. Reassemble the class. Have students consider each item on the five cards to determine which of the areas of the "Johari Window" they fit.

7. When they have finished, ask them to take out their copy of the "Johari Window" and compare what they wrote earlier with the new information on their cards. If their cards contain items not included on their original lists, have them add these under the appropriate areas.

8. Discuss the activity using the following questions. Focus on the need for improved self-understanding as a means of ensuring greater success in education and in a career.

   a. Did your group members describe you as you expected?

   b. Did anyone find out something new about him/herself? Would you like to share that information with the class?

   c. Who was surprised by the descriptions? Why were you surprised?

   d. If the way you see yourself is different from others, which view do you think is more accurate? Why?

   e. What kinds of new information about yourself do you think you could learn from people such as an employer, your counselor, a close friend, an associate at your job?

ADDITIONAL ACTIVITIES

1. Have students find and study the definitions for at least ten of the following words that are unfamiliar to them:

   personality, character, temperament, attitude, ability, aptitude, achievement, traits, characteristics, qualities, norms, self-concept, self-analysis, interests, skills.

2. Play the "How I See My Abilities" game (Career Insights and Self-Awareness Games, Houghton Mifflin Co.) which is available at the Career Information Center.

3. Have students write down one or two academic goals, then list personal qualities they possess which will help them attain those goals. When they are finished, have them ask a friend to add two qualities to the list.

4. Show and discuss the following films available at the Career Information Center. (See the annotated listing in Audiovisual Directory, 1980. Office of the State Director for Vocational Education.)

   a. Down and Back. Self-Incorporated Series. Agency for Instructional Television. 1975.

   b. Free to Be You and Me. McGraw Hill Co., 1974.

5. Have students role play one of the self-acceptance situations in Role Playing in the Curriculum, pages 283-316.

RESOURCES

1. David W. Johnson. Reaching Out: Interpersonal Effectiveness and Self-Actualization. New Jersey: Prentice-Hall, Inc. 1981.
2. J. Luft. Of Human Interaction. Palo Alto, Calif.: National Press. 1979.
3. David W. Winefordner. Career Decision-Making, Teacher Edition. Unit III, "Self-Exploration." Bloomington, Illinois: McKnight Publishing Company.
4. Foundation Program: Career Education and Guidance. Department of Education, State of Hawaii. Grades 9-10, Activities #110, #111.
5. Guidance Curriculum Guide: Career Development Intermediate Level. State of Hawaii Department of Education. OIS. TAC 71-3815. 1974.
6. A Supplement to the Guidance Curriculum Guide: Career Development Intermediate Level. State of Hawaii Department of Education and the Career Information Center. TAC 76-1652.
7. Audio-Visual Directory, 1980, Career Information Center. Office of the State Director for Vocational Education.
8. Fannie Shaftel and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

JOHARI WINDOW

	A. Known to Self	B. Unknown to Self
C. Known to Others	Free Area 1. 2. 3. 4. 5. 6. 7.	Blind Area 1. 2. 3. 4. 5. 6. 7.
D. Unknown to Others	Hidden Area 1. 2. 3. 4. 5. 6. 7.	Unknown Area 1. 2. 3. 4. 5. 6. 7.

15. INTERESTS . . . IMPORTANT TO SUCCESS IN LIFE?

Overview

Students frame a definition of "interests" through discussion. They then read a case study to identify a person's interests as described by his mother. Through another discussion, students are guided to expand their understanding of the different kinds of influences that might shape interests, how interests are revealed, and the importance of interests to life choices. The lesson is concluded as students assume the role of a school counselor and write recommendations for the person in the case study relative to career opportunities and educational programs to explore.

Materials

A copy of "John's Interests: A Case Study" for each student

ACTIVITIES

1. Write the word "interests" on the chalkboard and in a brief discussion help students frame a definition. Guide them toward the idea that an interest is a positive, enhancing feeling you have towards an activity, a person, an experience, or a thing.

2. Give each student a copy of "John's Interests: A Case Study." Ask students to read it and be prepared later to describe John's interests.

3. Have the class answer the four questions that follow the case study through class discussion or as an individual or small group writing assignment. If they write answers, these should later be shared through discussion. Guide discussion to help students build an understanding of the following ideas.

   -Everyone has interests (although not everyone has as many as John does).

   -Our interests are influenced by our environment, our nature, by our families, by other interested and supportive adults, by role models, friends, and so forth. Sometimes we acquire our interests by accident, as when John discovered he liked photography. Sometimes one interest can lead to another, as when John's correspondence led to his taking French in school.

   -Our interests are revealed by what we say and what we do--our activities, hobbies, favorite school subjects.

-Our interests can be related to areas of work, thus helping us make plans for the future.

4. Organize students into small groups. Copy the following situation on the chalkboard and ask students to write the advice they would give to John about areas of work and education he might explore based on his interests. Have the groups share their ideas when they are ready.

> You are a high school counselor. John meets with you to identify career and educational opportunities he might pursue. You ask him to describe his interests, and he tells you the same information presented in the case study. What kinds of career opportunities and educational programs do you recommend John explore? Base your answers on John's interests as they are described by his mother in the case study.

ADDITIONAL ACTIVITIES

1. Invite a speaker to talk to students about how a particular interest can lead to a career or job.
2. Obtain several copies of Job Hunter's Guide to Hawaii. Have students refer to the "Job Characteristics List" on pages 93-96 for jobs that would be appropriate to John's interests.
3. For more in-depth research into possible career areas for John, have students consult the Occupational Outlook Handbook, 1981, and the Dictionary of Occupational Titles.

RESOURCES

1. Job Hunter's Guide to Hawaii. Hawaii Department of Labor and Industrial Relations, Research and Statistics Office. 1980.
2. Occupational Outlook Handbook, 1980-81 Edition. U.S. Department of Labor, Bureau of Labor Statistics.
3. Resources for Promoting Sex Equity in Vocational Education. Office of the State Director for Vocational Education, University of Hawaii. 1981.
4. Career Information Center Audiovisual Directory, 1980. Office of the State Director of Vocational Education, University of Hawaii. 1980.
5. Examining Your Interests (filmstrip and cassette). Career Decision-Making Series. Learning Arts. 1977. Available at Career Information Center.

6. Interests and Jobs. General Electric. Three wall posters relate young people's interests to possible career areas. Available at Career Information Center.

JOHN'S INTERESTS: A CASE STUDY

John's mother, a social worker, sums her son up well. "John likes people," she says. From the time he was a baby it seemed a mark of his personality to respond in an open and friendly way to those with whom he came in contact. As he grew older, he took an active interest in the experiences and problems of family members, friends, and new acquaintances.

John's hobby is photography. He took it up quite by accident when he found he enjoyed capturing his friends in different moods and situations. One of his two best friends shares this hobby with John. John also corresponds with several young people his age living in different countries. One of these, a French schoolboy, has invited John to spend the summer there, so John is working hard on his French.

John belongs to the drama club in school. His teacher, noticing his sensitivity to human emotions and predicaments, is a source of support and encouragement. Favored sports activities for John are team sports played for pleasure such as softball and volleyball, rather than individual ones such as tennis. He likes the beach and surfing--as do most people in Hawaii! Although John reads fairly regularly, his tastes are quite specific--plays and stories about characters who overcome some adversity.

John's favorite school subjects are English, French, and Journalism, and he performs well in the social sciences.

Every Saturday morning he does volunteer work at a local hospital where he assists the physiotherapist. The progress made by patients brings him personal satisfaction and pleasure.

1. What are John's specific interests?
2. How would you describe John's main or general interest? How does it influence his specific interests?
3. What kinds of activities define John's interests?
4. What people, situations, and experiences do you think influenced John's interests?

16. EXPLORING PERSONAL INTERESTS

Overview

Students identify their own activities and interests and explore how these relate to work-related interest areas. They first discuss how specific activities can reveal a person's interests. They then complete an interest inventory to help them identify interest-related activities. Students relate these activities to twelve work-related interest areas and note which include activities of greatest interest. Volunteers are asked to share their discoveries with the class. The lesson is concluded with a discussion on ways to expand personal interests, and the value of interests to success in education and a selected career.

Materials

A copy of "Thinking About Your Interests" for each student
A copy of "Work-Interest Areas" for each student

ACTIVITIES

1. Ask students to name some of their daily activities. Discuss briefly with them what their activities can reveal about their interests.

2. Copy the following interest areas on the chalkboard.

   After school activities
   Part-time jobs
   Homework and study
   School activities
   Clubs
   Weekend activities
   Home activities
   Hobbies
   Neighborhood activities
   Reading interests
   Special beliefs and issues
   "Wishes and Dreams"

   Explain that these interest areas can help them sort through and focus on daily activities which are indicators of their interests. Give each student a copy and have them complete "Thinking About Your Interests."

3. When students have completed a listing of their activities and interests, pass out copies of "Work-Interest Areas." Point out that each heading in the first column represents an area of work-related interest. Discuss each area with students to be sure they understand the kinds of activities each could include.

4. Have students list in the second column all the specific activities they do or would like to do which they feel are related to each work-interest area. Ask them to include the activities they listed for "Thinking About Your Interests" and to add any new activities they think of. You could provide the following example to get them started:

Artistic: Have played the piano for seven years. Want to learn the guitar. Took sculpture lessons last summer. Used to draw a lot in 7th grade.

5. When students have finished, ask them to put a check by those areas which contain interests they like most. Have them consider for a few moments whether they would like to add more activites to these areas.

6. Have volunteers share their high-interest areas with the class. Ask students whether the interests of others give them fresh ideas about their own interests.

7. Copy the following questions on the chalkboard. Have students evaluate their interests by writing answers to the questions.

   a. How many activities interest you?

   b. Were there more or fewer activities than you expected?

   c. Explain why you think you have a wide, or narrow, range of interests.

   d. How can you go about expanding your range of interests? Would this be a worthwhile thing to do? Why, or why not?

   e. Which work-interest areas did you like the most? Why are they important to you?

   f. Which work-interest areas did you like the least? Explain why.

   g. In which areas would you like to do more? Why?

8. Conclude the lesson by discussing with students practical ways to expand personal interests, and how the interests a person has are related to success in education and to a selected career.

ADDITIONAL ACTIVITIES

1. Have students use the format below to compare the interests they have with those of their friends.

Interests We Share	Interests We Don't Share	
	Me	My Friend
a.	a.	a.
b.	b.	b.
c.	c.	c.
d.	d.	d.
e.	e.	e.

2. Ask students to list the interests for their family members--mother, father, grandparents, aunts, uncles--to identify possible influences on their own interests. Discuss cases where family interests in areas such as music, medicine, and entertainment influenced the choice of a career.

3. Have students interview adults from the working world on the value of working in fields and vocations which are of personal interest.

4. Have students read and discuss "A New American Revolution--It's Changing the Way We Work." Focus on the changing reasons Americans have for working. (Article is included with this lesson.)

5. Have students look through the want ads and clip out five job descriptions which reflect their two most important interest areas from the "Work-Interest Areas" sheet.

RESOURCES

1. Examining Your Interests. (Filmstrip and cassette.) Career Decision-Making Series. Learning Arts. 1977. Available at Career Information Center, Department of Vocational Education, University of Hawaii.

2. James O'Toole. "A New American Revolution--It's Changing the Way We Work." Sunday Star-Bulletin and Advertiser, September 27, 1981.

A NEW AMERICAN REVOLUTION--IT'S CHANGING THE WAY WE WORK

by James O'Toole

When their alarms ring each weekday, 100 million American workers routinely answer the unwelcome call, drag themselves from bed, and prepare for eight hours of purposeful activity--activity that seems so natural that few workers bother to analyze it.

Working seems simply to be a necessary part of life, much like borning and dying, eating and sleeping.

It all seems so natural: You spend the first five years of your life in play, the next 15 or so in formal schooling, all in preparation for 45 years of working, for which you are rewarded (if you are fortunate) with 10 to 15 healthy years of retirement.

Even the kind of work you do might appear part of the natural order of things. Historically, middle-class sons went to college and pursued professional or managerial careers, while their sisters stayed home and reared children, or worked as secretaries or teachers. Working-class sons and daughters followed their parents into factories or onto farms and construction sites. And the children of the poor? They, too, were always with us, poor (and, often, unemployed) like their parents.

Revolution in attitudes

Such patterns seemed so natural--until recently. Now, many Americans of both sexes and of every age, class, color and occupation appear unwilling to accept 1) the historical divisions of labor in society, 2) the traditional divisions of the times of our lives, and 3) the basic assumptions we have held about what is natural in the institution for the economy and for the individuals who work in America.

What is most remarkable about this revolution in work attitudes is that it is non-ideological. It is a revolution that could occur only in a pluralistic, democratic, affluent, capitalist society. It is a revolution whose only common denominator is the demand for greater choice.

American workers may not know what they want from work or life, but they are clear about what they do not want. They don't want to feel constrained by tradition, by the absence of alternatives, or by limitations on their exercise of options.

Consider some of the many ways in which Americans are attempting to exercise choice at work. Greater numbers are working part time, flexitime, or at home in their spare time. Instead of staying in one job, many Americans are changing jobs in mid-career, and many more are punctuating work with periods of formal education.

Used by permission of James O'Toole.

83

Women are demanding "men's" jobs. Blacks want equal access to professions once reserved mainly for whites. Some people are refusing to retire at age 65, and others are choosing to retire before 65.

On the job, many young workers are demanding (and in some cases getting) participation in decision-making. Off the job, many poor people are choosing welfare checks over low-level employment.

Diversity of workers

Everywhere there is change and flux in the world of work. Such a revolution is difficult to fathom, for it belies generalization and eludes the categorization with which social scientists attempt to make sense of social change.

Indeed, after 30 years of trying to develop a single theory to explain the values, needs and motivations of workers, social scientists in the later 1970s admitted that what is important to understand about American workers is their diversity. There are many reasons why people work, many rewards they derive from working, and many sources of discontent.

We can no longer agree with the ancient Greeks that work is unfit for free men and women, or with the Hebrews who saw work as Adam's curse, or with Luther who saw work as the best way of serving God, or with Marx who thought that workers would find utopia in work once they were freed from capitalistic "exploitation."

No, many Americans have now concluded that there is no intrinsic meaning to work. Rather, each worker attempts to infuse his or her own work with some personal meaning. In effect, when the alarm sounds in the morning, each of us answers it (or fails to answer it) for a unique combination of reasons.

Reasons for working

We work for economic reasons: the poor to pay for the bare necessities of life, most Americans to pay their mortgages and to buy things for their kids, and the truly affluent to pay for tape decks, mineral water, and the little luxuries of life as well! And some people--such as amateur but skilled painters, playwrights and artisans--take paid jobs to allow them to pursue their real vocations in their "leisure" time.

We work for social reasons. For most Americans, work is where we make friends. In a world where extended families, neighborhoods and churches are diminishing sources of community, workers look forward to socializing with their co-workers.

We work for psychologial reasons. Workers often take their identifies from jobs, saying, "I am a carpenter," or "I am a nurse." Many derive satisfaction and self-esteem from their work, particularly if it has some elements of creativity or autonomy.

Some people seek only security from work, while others seek self-realization. Some live for their families and use work only to support their spouses and children, while others use work to escape from unpleasant domestic situations.

In truth, we each have our own complex of work values, attitudes, needs and desires. Moreover, these are likely to change over time.

For example, when Ted Kramer graduates from college, he may want an exciting seven-day-a-week, 12-hour-a-day job--like managing a large advertising account. But 10 years later, Ted might be a divorced, single parent who wants to work six hours a day, five days a week, in order to spend more time with his child.

Or take Ted's wife. At one stage in her life she may wish to pursue a career: later, she might wish to combine having a family with having a job--an increasingly frequent desire in our brave new post-industrial world.

Choice--and conflict

Indeed, ours is the first society ever to offer its members such a choice about when, where, how, and with whom, and under what conditions they will work. No society has ever been so affluent, so simultaneously committed to equality and freedom, and so concerned with fairness for individuals that it could or would seriously respond to the real differences in their wants and needs.

But as just and responsive as such a society may be, it is also replete with anxiety and conflict. Choice creates discontent, for example, when we must choose between two good things, such as work and family roles; or when we must choose between the security of our current but unfulfilling job and the risks of mid-career change.

In effect, American workers have traded the routine and predictable patterns of traditional worklife for a dynamic world of change and choice. The tensions in this new world are experienced not only by individuals, but by institutions--workplaces, families, schools--and the broader society as well.

In fact, the most difficult challenges are probably national in scope: how can the economy satisfy the personal desires of workers for more freedom and leisure and less hard work and at the same time efficiently produce the goods and services required to maintain the high living standards demanded by those same workers?

THINKING ABOUT YOUR INTERESTS

1. To get you started, think of specific activities you do during the course of a typical week. Jot them down here.

2. Which one(s) do you most like to do?

3. What have you done in the past which you would do again if you had the opportunity?

4. What have you not done that you would like to try?

5. What subjects, things, and/or activities do you feel strongly or positively about? For example, are you interested in helping the elderly?

6. For each of the interest activity areas on the chalkboard, list as many of your specific activities as you can. Use the back of this sheet or another piece of paper if necessary.

WORK-INTEREST AREAS

Work-Interest Areas	Your Activities and Interests
1. Artistic: Are you interested in expressing ideas and feelings? Do you like to read, write, draw, perform, etc.?	
2. Scientific: Are you interested in things as they relate to science or medicine? Do scientific procedures interest you?	
3. Living Things: Do you like the outdoors? Does farming appeal to you? Are you interested in the sea? In plants and animals?	
4. Authority and Protection: Are you good in emergencies? Do you like protecting people? Are you interested in solving problems? Do you like puzzles and mysteries?	
5. Mechanical: Do you like fixing things? Are you interested in mechanical things? Do you like machines?	
6. Routine and Industrial: Do you like routine activities? Do you like working with your hands? Are you interested in operating machines and equipment?	

Work-Interest Areas	Your Activities and Interests
7. Details and Business: Do you like organizing details, procedures, facts and figures? Do you like being in an office setting? Do you like computers?	
8. Persuasive: Do you like getting people to buy things? Do you like promoting ideas, people, etc.? Do you like influencing people?	
9. Serving and Accommodating: Are you interested in seeing that people enjoy themselves? Do you like being a host or hostess at parties? Do you like people?	
10. Helping: Do you like people? Are you interested in their problems? Do you enjoy working with children, old people, etc.? Do you like teaching and showing?	
11. Influencing and Managing: Are you a good leader? Do you like managing the activities of others? Are you interested in technical details and ideas?	
12. Performing and Entertaining: Are you interested in sports, dance, etc.? Do you like coaching others to perform better, etc.?	

17. INTERESTS, ABILITIES, APTITUDES, ACHIEVEMENTS. . . CAN YOU TELL THE DIFFERENCES?

Overview

Students learn to distinguish among interests, abilities, aptitudes, and achievements before beginning the DAT Career Planning Program. The four terms are introduced through four definitive statements, and students are then asked to make personal statements which reflect them. Students view and discuss a filmstrip on aptitudes, then are introduced to a list of aptitude descriptions based on the U.S. Department of Labor categories. In a writing exercise, students describe five personal achievements, and identify the aptitudes, abilities, interests, and other factors which may have contributed to these achievements. When they have completed the activity, volunteers are asked to share their findings.

Materials

A copy of "Aptitude Descriptions" for each student

BACKGROUND

The purpose of this lesson is to introduce the terms interest, ability, aptitude, and achievement and to highlight some of the important distinctions among them. It is recommended that this lesson precede administration of the DAT Career Planning Questionnaire (see Lesson 53, Occupational Exploration).

Interest refers to the tendancy or urgency to become absorbed in an activity and to continue it. Interests are revealed when a person says, "I like to do that." They may be expressed verbally, acted out in behaviors or regular activities, or measured with question inventories about likes and dislikes. Having an interest in doing something does not mean also having the ability or aptitude for the activity.

Ability refers to the power to perform an act or task now. Abilities are revealed by the statement, "I can do that now. Watch." They describe a present situation.

Aptitude refers to a person's potential or capacity to learn something. Unlike ability, which refers to the present ("I can do that now"), aptitude describes a future situation ("I can learn to do that"). Because aptitudes govern the ease with which something is learned, they can contribute to success in various occupations. They seem to be genetically inherited, but there is good reason to believe that everyone can learn nearly everything, given enough time and help.

Achievement is influenced by the limits of aptitudes, abilities, and interests. Achievements are revealed when a person says, "I did it." They are the accomplishments realized by using innate abilities and aptitudes to succeed at a task, combined with the motivation (hard work, etc.) provided by interests. Achievements describe a past situation.

ACTIVITIES

1. Copy the information below on the chalkboard. Initiate a discussion on the distinctions among interest, ability, aptitude, and achievement, using the information provided in the Background section of this lesson.

   Interest: "I like to do that." (present)

   Ability: "I can do that now." (present)

   Aptitude: "I can learn to do that easily." (future)

   Achievement: "I did it!" (past)

2. Ask students to make statements which reflect each of the four terms, such as "I love to run," "I can run the 440," "My coach says I'll be able to run the 440 in 66 seconds," and "I broke the school record!" Record these statements on the chalkboard and have students agree as to which terms they refer.

3. Show, then discuss, the filmstrip "What Are Aptitudes?" (Exploring Career Decision-Making). Use the following questions as a guide, or refer to the discussion questions on pages 99-100 of the text.

   a. What are the meanings of interest, ability, aptitude, and achievement?

   b. In your own words, what aptitudes do you need in order to achieve in your school subjects? What aptitudes do you need in order to achieve in sports, club activities, hobbies, etc.?

   c. Is there a connection you can describe between what you like to do and what you have the ability or aptitude to do? Do you think it is possible to do everything you are interested in doing? Why, or why not?

   d. Could you have aptitudes of which you are not aware? How might you discover them?

4. Hand out one copy of "Aptitude Descriptions" to each student. Review the list, pointing out that the eleven aptitudes are defined by the U.S. Department of Labor as related to certain occupations.

5. Have students format a sheet of paper as shown on the following page. In Column I, have them list two or three personal achievements, such as "learned to surf this summer," "learned to sew," or "won medal for

my viola performance." In Column II, have them describe the aptitudes they feel influenced each achievement, using their own words or selecting from the list on the sheet "Aptitude Descriptions." Point out that an achievement might have resulted from more than one aptitude. In Column III, ask students to identify abilities which contributed, and in Column IV the interests and/or other factors (such as hard work, outside help, etc.) which influenced each achievement.

COLUMN I	COLUMN II	COLUMN III	COLUMN IV
Achievements	Aptitudes	Abilities	Interests and Other Factors

6. When students have completed the activity, ask volunteers to share their listings. Have students speculate on how they might find out more about their aptitudes, for example, taking a test, asking friends, looking at past accomplishments, and so forth.

ADDITIONAL ACTIVITIES

1. Invite two or three speakers who are known to have made personal achievements. Have them talk about the influences on their achievements, and the part played by aptitude, interest, and ability.

2. Have students read the personal biographies of people who have accomplished important things in life. Ask students to report on what place aptitude played in the achievements of these people.

3. Have students role play the activity "Fast Ball" (p. 285) on accepting one's abilities, in Role Playing in the Curriculum.

RESOURCES

1. Exploring Career-Decision Making. McKnight Publishing Company. 1978.

2. Super, Donald. "Counselor's Manual." DAT Career Planning Program. The Psychological Corporation.

3. Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

APTITUDE DESCRIPTIONS

1. GENERAL. Understanding instructions, facts, and reasoning. Being able to make inferences and judgments. Closely related to school achievement.

2. VERBAL. Understanding meanings of words and ideas. Seeing relationships between words and ideas. Using language to present information and ideas clearly.

3. NUMERICAL. Doing arithmetic operations quickly and correctly.

4. SPATIAL. Looking at flat drawings or pictures of objects and forming mental images of them in three dimensions--height, width, and depth.

5. FORM PERCEPTION. Observing detail in objects or drawings. Noticing differences in shapes, shadings, detail, etc.

6. CLERICAL PERCEPTION. Recognizing errors and inconsistencies in numbers, spelling, punctuation in written materials. Avoiding errors when copying materials.

7. MOTOR COORDINATION. Moving eyes and hands or fingers together to perform a task quickly and correctly.

8. FINGER DEXTERITY. Moving fingers with ease and skill. Working with fingers in placing and turning motions. Working with small objects with ease and rapidity.

9. MANUAL DEXTERITY. Moving the hands with ease and skill. Working with the hands in placing and turning motions.

10. EYE-HAND-FOOT COORDINATION. Moving hands and feet together in response to verbal signals, commands or observations.

11. COLOR DISCRIMINATION. Seeing likenesses or differences in colors or shades. Identifying or pairing certain colors. Choosing colors which go well together.

18. COPING WITH FAMILY CRISES

Overview

A case study describing a family crisis is used to trigger discussion on positive and negative ways to cope with stress in family life. Students then complete a "family crisis activity" in which they describe their responses and attitudes toward a crisis situation, how to handle it, and how stress resulting from the crisis can change their feelings about themselves.

Materials

A copy of "Family Crisis Activity" for each student

ACTIVITIES

1. Write the words "crisis" and "stress" on the chalkboard and review their meanings with students. "Stress" can be defined as pressure that makes us feel tense inside. It is an unavoidable fact of life affecting everyone. Certain kinds of stress help us to keep active, but too much stress can harm us. A "crisis" can be defined as a climax or turning point in our daily lives. Something happens which disturbs or alters the flow of our lives and results in an unstable situation.

2. Introduce the subject of crises in family life by reading the following news item to the class and asking students to imagine what effect the event might have on the families of the people involved.

> A father of six children was critically injured today when he was hit by a car in a School Street intersection. George K., 42, was in the crosswalk when the car, driven by a seventeen year old girl, skidded around the corner and veered across the center line. Witnesses claim the car was exceeding the speed limit when the driver appeared to lose control. Mr. K. was thrown several feet by the impact and has sustained severe head and internal injuries. A family spokesman said he will require several months of hospitalization.

3. Have students discuss possible ways the event could affect both families. Students could be asked to imagine what it would be like to be involved in a similar situation. Guide the discussion to highlight the following understandings: a) stress is a common problem; b) too much stress can lead to anxiety and depression; c) one of the main causes of family stress is change; and d) a lot can be done to cope positively with stress and crisis situations. Following are suggested discussion questions.

a. What feelings do you think both families will have as a result of the crisis event? How will the victim feel once he's out of immediate danger? How might his wife feel? A teenaged son or daughter? How might the teenaged girl feel, having seriously injured another human being? How will her parents feel? How might a younger brother or sister respond once the news leaks out?

b. What problems do you think will result for both families as a result of the accident? (medical expenses, loss of earning power, handicapped parent, legal expenses, guilt over injuring someone, loss of driving privileges, etc.)

c. How do you think the event could change the lives of the families involved? How might medical expenses and loss of earnings affect the family of the victim? How might public embarassment affect the family of the teenaged girl?

d. Can you see any way out of this crisis situation for both families?

Make the point that very few families can avoid crisis events, and that there are many ways they can respond when faced with such difficulties. Some ways can be destructive; others can help all involved cope positively with the crisis situation.

4. Ask students to name some negative ways to deal with this crisis situation; write these in one column on the chalkboard. Next ask for positive ways to deal with the crisis and write these in another column. You may have to to make one or two suggestions to start them off. The lists might look something like this:

Negative

Avoiding facing the problem
Keeping yourself away from others
Using drugs, tranquilizers
Keeping the problem bottled up inside yourself
Blaming the person you feel is responsible for the problem
Not seeking professional help
Looking for revenge
Letting anger rule your actions
Arguing and fighting over who is right or wrong

Positive

Talking the problem over with a sympathetic friend
Knowing where to go for help (for example, doctor, lawyer, minister)
Recognizing that there's a problem
Being a sympathetic listener
Engaging in physical activities that help you let off steam
Asking the person in trouble if you can help
Escaping for a while--giving yourself a chance to relax
Taking things one step at a time

5. Ask students to name other kinds of crises which can affect their families. List these on the chalkboard.

6. Have students complete the "Family Crisis Activity." Encourage them to use their imaginations as well as personal experiences in their writing. Later, volunteers can share their stories with the class.

ADDITIONAL ACTIVITIES

1. Have students go through the newspapers and clip out news items which suggest family crises. After the class has amassed a good selection, have students choose one item and write a "one year later" story about the family or individual. In this story they should describe the crisis, the special problems it brought to the family, and the positive ways the family coped.

2. Have students collect news items which suggest family crises and arrange them in categories.

3. Have the class find out the names of individuals and agencies which can be of help to families in crises. A simple listing or a fairly comprehensive directory might result from this activity.

4. Invite a speaker from a social agency such as the Catholic Social Service to speak on how they help families cope with crises.

5. Divide the class into groups to brainstorm ways to cope with family crises. Discuss the kinds of crises most families can expect these days (such as divorce, changes in parent's employment, financial difficulties, separation, a sudden move, etc.).

6. Show and discuss the film What's Wrong With Jonathan? (Everyday Pressures) available at Career Information Center, University of Hawaii.

RESOURCES

1. Teen Challenge Hawaii Office: 1525 Young Street, open Monday-Friday, 9:00-4:30, phone: 942-2143. A non-profit organization which provides free services and individual counseling to young people in need of help with drug abuse or alcohol abuse problems. In addition, they provide the TC Life Training Center which offers a one-year, supervised program for young men 18 and over designed to help them get their life together.

2. Waianae Rap Center: 85-134 Plantation Road, phone: 696-4267.

3. "The Yellow Pages," a brochure published by the Young Adult Services Department of the Hawaii State Library. This pamphlet provides the kinds and locations of numerous services available to youth on the island of Oahu. For copies call the main library or go in and pick up the copies in the Young Adult Services section.

4. Mental Health Association in Hawaii, Inc. 200 N. Vineyard Blvd., Suite 507, Honolulu, Hawaii 96817, Telephone: 521-1846. The Mental Health Association is a nationwide, voluntary, non-governmental organization dedicated to the promotion of mental health, the prevention of mental illness, and the improved care and treatment of the mentally ill. The association provides to the community a wide range of activities in social action, education, advocacy, and information.

5. Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982. Chapters 3, 4, 5 and 6 provide related background reading.

FAMILY CRISIS ACTIVITY

Below is a list of family crisis situations. Select one of them and imagine it happening to you and your family. In a story form, write what happened to you. What changes did the crisis bring on? What problems resulted? How did you first respond? How did you manage to handle the change? Did the crisis change your feelings about yourself? How?

a. Death in the family of a parent or sibling.

b. Divorce by parents.

c. Sudden loss of job and income by either parent.

d. Sibling in highly publicized criminal action.

e. Member of family is institutionalized.

f. Heart attack that paralyzes a parent--bedridden.

g. Senile grandparent unable to care for self is part of household.

h. Forced move to new neighborhood--eviction due to land development.

i. Step parent becomes part of the family.

j. Relative moves in with family.

k. Parents adopt a child.

l. Parent missing from home--spends time elsewhere.

m. Inter-racial marriage of sibling against family wishes.

n. Baby born to parents who have late teenage children.

o. Amputation of limb(s) of family member.

p. Drug or alcohol addiction by family member.

q. Parent remarries--new authority figures.

r. Forced move to new neighborhood due to financial difficulties.

s. Negative publicity about a family member.

t. Failure to graduate with class.

u. Picked up for truancy for the fourth time.

v. Caught smoking pot.

19. APPRECIATIONS . . . IMPORTANT TO SUCCESS IN LIFE?

Overview

Students develop an understanding of how individuals build appreciations by contrasting occasions which are boring with those they consider to be interesting. Through the example of the game of football and different people's responses to the sport, students are introduced to the meaning of appreciation. They then consider the importance of knowledge, discrimination, and judgment in helping individuals develop appreciations. Students identify things they have difficulty appreciating, contrast these with things they do appreciate, and discuss how the appreciations one develops relate to such matters as choice of occupations and future life styles.

ACTIVITIES

1. Write the word "boredom" on the chalkboard and ask students to identify occasions and situations when they were very bored. Write their responses on the chalkboard, then elicit descriptions of the elements that constituted the quality of their boredom. Following are questions you might use to stimulate discussion:

   a. What was the feeling of boredom like?

   b. What were you doing, or not doing, when you became bored?

   c. Where was the situation? Who was there? Why were you in that situation?

   d. What might have made the situation less boring for you?

2. Have students reflect for a moment on the examples of boredom they identified; then ask for descriptive words or statements which apply to the examples. Write these on the chalkboard. Following is a possible listing.

   emptiness
   a tiring situation
   nothing interesting to do
   was not interested
   didn't understand what was happening
   didn't care
   no energy
   mind a blank
   no excitement

3. Ask students to identify occasions and situations when they were interested, involved, and not bored. Guide them to make comparisons between being bored and being interested.

4. Introduce the idea of appreciation by asking students if they place a high value on--and have an appreciation for--football. Write the following three response categories on the chalkboard, and take a poll of students to learn what their level of appreciation is for football.

   No Appreciation   Some Appreciation   Much Appreciation

   Tally the responses, then ask students to discuss reasons why they think the responses were different. Point out that some people are extremely interested in the sport, while others are bored to tears. Ask students what constitutes the difference between these two groups.

5. Help students build an understanding of appreciation by guiding discussion toward the following definition:

   > Appreciation is based upon ability to comprehend something with (1) knowledge, (2) discrimination, and (3) judgment.

   Point out for students that in the case of football, this definition suggests that an individual will develop an appreciation (or increase appreciation) by learning more about the sport. Knowledge about the sport is a prerequisite to appreciation of it. This appreciation is further developed as the individual is able to visually discriminate or distinguish between different plays, strategies, strengths, and weaknesses, and comprehend why individual players respond as they do. Judgments of an individual game (and the sport as a whole) are made on the basis of knowledge and discrimination.

6. Ask students to list on paper things they have difficulty learning to appreciate (such as classical music, modern art, books on certain subjects, chess, ballet, etc.). Then ask them to each make another list of things they do appreciate. Collect the papers, compile the lists, and write the compilations on the chalkboard under the headings "appreciate" and "do not appreciate." Review with students how the lists are similar or different.

7. Discuss with students how the appreciations one develops relate to lifestyles, choice of occupations, socio-economic groups, and life activities. Emphasize that individuals who wish to grow beyond their present capacities may need to develop appreciations held by those whose lifestyles represent desirable ends.

ADDITIONAL ACTIVITIES

1. Have students each select something they have never had an appreciation for, and experiment with building an appreciation for it. Ask them to write out a brief plan of action, implement the plan, and report back to the class on what happened.

2. Have students each interview another student about an activity for which he or she has a deep appreciation. Interview questions can elicit how the appreciation developed over a period of time.

3. Have students name three or four things they have an appreciation for and describe how they learned to appreciate them.

4. Discuss how the values of peer groups, family, and culture can help to determine the appreciations an individual develops.

20. THINKING ABOUT LIFETIME ACCOMPLISHMENTS

Overview

A short story about two young people who try to gain a sense of a person's accomplishments introduces the idea of lifetime accomplishments. Students discuss the areas in which people can experience accomplishments, then write news feature articles on the accomplishments of an ordinary person.

Materials

A copy of "Who Was Uncle George?" for each student

ACTIVITIES

1. Have students read "Who Was Uncle George?" As they read, ask them to think about the things Uncle George accomplished in life which were not mentioned in the newspaper article.

2. Initiate a discussion about Uncle George and his accomplishments. Help students focus on areas where personal accomplishments can be achieved, such as career, family, public service, economic success, and education.

   a. What picture do you get of Uncle George from the reading? How does it compare with the newspaper article?

   b. In what areas of his life did Uncle George accomplish things?

   c. Are there other areas where he might have experienced success?

   d. How would you describe a life of accomplishment? Do you think Uncle George was a successful person? What makes you think so?

3. After discussion, ask students to write a newspaper feature article in which they create a life of accomplishment for Uncle George. Ask them to focus on giving substance to George M.'s life, rather than necessarily making him a newsworthy individual. Before students begin writing, contrast the differences between an obituary, which is merely an announcement, and a news feature article, which would give a more in-depth picture about an individual.

ADDITIONAL ACTIVITIES

1. Have students collect articles on people and their accomplishments. These stories can then be categorized by students according to the type of accomplishment achieved (education, career, family, etc.) and then discussed as to the values these accomplishments reflect.

2. Ask students to each pretend they have been selected "Student of the Year." Have them write a news article about themselves and their achievements. Ask volunteers to share their articles.

3. Ask students to collect pictures from magazines which represent things they would like to have accomplished at different points in their lives. These could be arranged and presented in a poster or collage.

4. Ask students to write about what they would like to accomplish if they found out they had only one year to live.

WHO WAS UNCLE GEORGE?

Marie found John so engrossed in a newspaper he didn't hear her sit down next to him. "What are you reading that's so interesting?" she asked.

"The obituaries," he said, still reading.

"The obituaries!" exclaimed Maire. "You mean the death announcements? How depressing. How come you're doing that?"

"Don't jump to conclusions," said John. He pointed to one of the items in a column located next to a supermarket advertisement. "I wanted to see what they said about Uncle George."

"One of your uncles died? Wow, I'm sorry," said Marie.

"No, no. Uncle George was my grandfather's best friend. I didn't know him very well, but my Mother did. She was always talking about him. I wondered what the newspapers said about his life. Besides, I've never known anyone who died before."

"What does the newspaper say?" asked Marie.

"Here, read it," said John.

> George M., 75, of 1453 Puna Street, died Monday in his home.
>
> Funeral services will be held Saturday at 2:30 p.m. at Hillview Chapel. Burial will follow in Homelani Cemetary. Friends may call after 10:30 a.m. Saturday and from 6:00-9:00 p.m. today.
>
> He is survived by his wife, Claudina; three sons, George Jr., Richard and William of Honolulu; three daughters, Violet K. of California, Katherine S. of Maui, and Emily M. of Honolulu; three brothers, Francis, William and John; two sisters, Abigail C. and Eleanor B.; 18 grandchildren and three great grandchildren.

"Is that it?" asked Marie.

"Yeah. But he was much more than that announcement says he was."

"Well," said Marie thoughtfully, "you do get a sense of a rich family life. I guess that's an accomplishment. Imagine, 18 grandchildren."

"One of his daughters is a doctor and I know another is a schoolteacher. And his son Richard is an engineer. Somebody had to pay for their education. I wonder, is the amount of money you earn an accomplishment?"

"Sure, a lot of people would think so," said Marie.

"My mother just ran a marathon. She said that was one of her most important accomplishments. I guess there are some accomplishments that only the individual thinks are important, and others that lots of people are impressed with, like winning some big award."

"I see what you mean," agreed Marie. "It would have been nice if more had been written about his life and accomplishments than just those few paragraphs," she said, shaking her head. "But I guess they can't do that for everyone. And most people go through their lives without the whole world knowing what they've done."

John nodded in agreement. "If I were writing about Uncle George, I would look at his family life, the things he worked hard for, personal things he achieved, things that brought him pleasure and satisfaction."

Marie thought for a moment. "What about his job and career? Were there accomplishments there? He was seventy-five years old when he died. A lot of those years were spent working. Maybe there were real accomplishments there."

"Sure," said John. "Maybe not famous things that would make the 6 o'clock news, but I'll bet he did things he felt good about."

"OK. So you've mentioned job, work, personal activities, family. How about education? And what about accomplishments after he stopped working? Oh, yes! And public service. Boy, when you think about it there're lots of areas where Uncle George might have achieved things."

"Now you're calling him Uncle George."

"Yes. Sometimes you get to know a person by thinking about what that person has achieved. Maybe that's one way of defining ourselves: as the sum of our accomplishments."

"You're right."

Marie got up. "Well, I've got to go."

"Hey! Where're you going?"

"I'm going to go accomplish something. There isn't much time, you know."

EDUCATIONAL PLANNING

21. WHAT DO I NEED TO LEARN?

Overview

Students complete a form which requires them to identify skills in different areas of learning they believe are important. They also identify where (school or elsewhere) they believe these skills could be developed, and courses in high school that guide their development. Students then use this information to organize individual course plans for grades 9-12. They identify required and elective courses they believe will develop important skills.

Materials

A copy of the form "What Do I Need to Learn" for each student

ACTIVITIES

1. Give each student a copy of "What Do I Need to Learn." Explain the different sections of the form before they enter their responses.

2. When students have completed the forms, you may want to prepare a class compilation to point out both similarities and differences in their points of view. Particularly discuss with them the section of the form concerned with identifying courses which guide the development of certain skills.

3. Involve students in an individual course planning activity. You may want to have available copies of the course offerings for your school. List on the chalkboard a plan similar to that which follows; include in the plan all required courses for grades 9-12. Point out the required number of credits for graduation, and the number of electives that may be taken each year. Ask students to use the information they included on the form to make certain the courses they will take, or have taken, guide the development of skills they believe to be important. The possibility of taking required and elective courses in summer school also should be explained.

COURSE PLAN

Grade 9	Grade 10
Required:	Required:
Elective:	Elective:
Summer School:	Summer School:
Grade 11	**Grade 12**
Required:	Required:
Elective:	Elective:
Summer School:	Summer School:

ADDITIONAL ACTIVITIES

1. Show and discuss one or more of the following films/filmstrips available at the Career Information Center, Office of the Director of Vocational Education, University of Hawaii.

   a. From Classroom to Career (Part 1). A Changing Times Educational Service. (4 filmstrips, 4 cassettes, teacher's guide, script). Focuses on careers that apply to the concepts, skills, and attitudes learned in art, language arts, music, and science.

   b. From Classroom to Career (Part 2). A Changing Times Educational Service. (4 filmstrips, 4 cassettes, teacher's guide, script). Focuses on careers that apply to the concepts, skills, and attitudes learned in health, mathematics, physical education, and social science.

   c. School and Jobs. Bread and Butterflies Series. National Instructional Television. 1976. (16 mm film). Compares 3 work situations with school. Views school as a reflection of the world of work.

   d. Career Opportunities Series. Timeshare Corporation. 1978. (8 filmstrips, 8 cassettes). Each filmstrip establishes a relationship between a principal subject area and the practical world of employment.

   e. Why Am I Studying This? (English/Math/Science/Social Studies). Learning Arts. 1977. (4 filmstrips, 4 cassettes, teacher's guide). Program examines how four areas of the high school curriculum are related to career opportunities.

WHAT DO I NEED TO LEARN?

Instructions:

1. Rate the "importance" column on a scale of 1 to 5 (1 = not important; 5 = very important)
2. Place checks (✓) in appropriate columns for "where it can be learned"
3. Write in "courses" in the last column

Areas of Learning	Importance for Me	Where It Can Be Learned								If in High School, Which Courses? (list)
		Home	High School	Job	College	Team	Church	Club	Other	
Communication Skills										
How to speak to a group										
How to communicate with an adult										
How to express ideas in writing										
How to communicate with a boss										
Social Skills										
How to act in different situations										
How to handle tense situations										
What to say, when to say it										
What to wear										
How and when to get people to compromise										

Areas of Learning	Importance for Me	Where It Can Be Learned								If in High School, Which Courses? (list)
		Home	High School	Job	College	Team	Church	Club	Other	
Learning Skills										
Listening accurately										
Observing accurately										
Reading accurately										
Organizing information and ideas										
Thinking logically										
Remembering										
Taking good notes										
Studying effectively										
Taking tests										
Knowledge Skills										
Using mathematics										
Understanding our bodies										
Understanding our environment										
Understanding how people lived in the past, their problems and solutions										
Understanding government										
Understanding current events										
Understanding different cultures										
Understanding (doing) art, music, drama										
Career Skills										
Where to look and how to choose a career area										
How to prepare for a career										
How to apply for a job										
How to behave on the job										

Areas of Learning	Importance for Me	Where It Can Be Learned								If in High School, Which Courses? (list)
		Home	High School	Job	College	Team	Church	Club	Other	
Personal and Business Skills										
Budgeting										
How to get a driver's license										
How to fill out applications										
How to open a bank account										
How to rent a house or an apartment										
How to get credit cards										
How to invest money										
How to fill out income tax forms										
Citizenship Skills										
How to register to vote										
How and where to cast a vote										
How and where to express ideas about legislation										
How to help a candidate of a political party										

22. AN APPRENTICESHIP EDUCATION FOR ME?

Overview

Students complete a questionnaire designed to stimulate thinking about environments where and conditions under which they have learned certain skills. They then hypothesize about advantages and disadvantages of training for different occupations through apprenticeship programs. A concluding discussion is focused on special advantages a graduate of an apprenticeship program might have and problems that could be encountered.

Materials

A copy of "Skill Learning Questionnaire" for each student
A copy of "Job Opportunity Bulletin" for each student
A copy of "Apprenticeship Now" for each student

ACTIVITIES

1. Give each student a copy of the "Skill Learning Questionnaire." Explain before they begin completing the questionnaire that skills could include a wide range of activities such as thinking, reading, physical coordination, and/or manipulation of machines or objects. When they have completed the questionnaire, tally their responses on the chalkboard. Discuss with students the more significant totals that relate to the kinds of skills they listed, how they went about developing the skills, and where the skills were developed. Point out that this lesson is concerned with learning from an experienced person in the natural environment where he or she is most likely to work.

2. Give each student a copy of the "Job Opportunity Bulletin." Write the following questions on the chalkboard, and ask students to write answers to each of the questions as they read the bulletin.

   a. An apprenticeship program is an approach to learning that combines on-the-job training with classwork and learning from books.

   b. How do apprentices develop skills?

   c. What kinds of jobs might apprentices train for?

   d. Where in Hawaii are apprentices likely to be working in this apprenticeship program?

3. Discuss with students their responses to the questions and point out the following:

   a. An apprenticeship program is an approach to learning that combines on-the-job training with classwork and learning from books.

b. There are advantages and disadvantages for both on-the-job training and classwork (ask students to suggest advantages and disadvantages.)

c. Apprenticeship programs today train persons for jobs requiring skilled laborers. In earlier years in Europe and America professionals were usually trained in this way.

d. Many apprentices in Hawaii work at the Pearl Harbor Naval Shipyard.

4. Ask students if they believe any of the following occupational groups could train new personnel through apprenticeship programs.

   lawyers
   business managers
   dentists
   doctors
   teachers
   architects
   engineers
   real estate agents
   airline pilots

   Ask them to hypothesize about advantages and disadvantages of training personnel for these groups through apprenticeship programs. Point out that only during the past 100 years in Europe and America have formal college and university programs replaced apprenticeship programs in these occupational groups.

5. Conclude the lesson by having students read the article "Apprenticeship Now." As they read, they should underline what they believe are (a) special advantages of an apprenticeship education, and (b) problems apprentices might face. For a final discussion, invite them to discuss their findings from the reading.

ADDITIONAL ACTIVITIES

1. Arrange for a field trip to the Pearl Harbor Naval Shipyard to observe workers, journeymen, and apprentices in action.

2. Arrange for a speaker to come to the class and talk about the apprenticeship program in Hawaii. You could contact the Apprenticeship Division, State Department of Labor and Industrial Relations, 335 Merchant St. Room 241-A. Phone 548-2520. With a specific request you may be able to get a person who is presently or recently enrolled in an apprenticeship program to speak to the class.

3. Have students write for additional information on apprenticeship programs. Three pamphlets and addresses follow:

   "Apprenticeship Now"
   U.S. Department of Labor
   Employment and Training Administration
   Washington, D.C. 20213

   "Jobs For Which You Can Train Through Apprenticeships"
   U.S. Department of Labor
   Bureau of Labor Statistics
   Washington, D.C. 20212

"The National Apprenticeship Program"
U.S. Department of Labor
Employment and Training Administration
Washington, D.C. 20213

SKILL LEARNING QUESTIONNAIRE

1.

Skills I Have Learned	How I learned The Skills	Where I Learned The Skills
a.		
b.		
c.		
d.		
e.		

2. Which of the following would be your first choice for learning a new skill(s)?

_____ in a classroom with a skilled teacher

_____ observing skilled persons in their natural setting

_____ working with and relating to someone who is already skilled

_____ reading directions and trying things on my own until I learn the desired skill(s)

3. Where would you most like to be when learning new skills?

_____ where the skill(s) would normally be used

_____ at home

_____ in a classroom

_____ out-of-doors

_____ other

JOB OPPORTUNITY BULLETIN

U.S. OFFICE OF PERSONNEL MANAGEMENT
Federal Job Information Center
Honolulu, Hawaii

No. 81-71
Filing Period:
November 16-18, 1981

APPRENTICE 1982

The four-year apprentice program includes classroom coursework on-the-job training with journeyman level workers. First year apprentices spend approximately half of their time in class. Second through fourth year apprentices devote fewer hours to classroom work and more time in training on-the-job and trade theory work. First and second year apprentices are expected to successfully complete the following courses: Expository writing, industrial psychology, speech and 2 courses in each of the following: mathematics, applied physics and trade drawing. The courses are equivalent to the community college level. Classes will begin in Fall 1982.

SALARY: The salary for first year apprentices will range from $7.27 to $9.02 per hour, depending on the particular trade.

LOCATION: The majority of the positions will be at Pearl Harbor Naval Shipyard. A few positions may be filled at Marine Corps Air Station, Kaneohe and Pearl Harbor Public Works Center.

POSITIONS: Approximately 230 apprentice vacancies are expected to be filled through the list of eligibles established under this announcement. Apprenticeship positions in the following trades are available. You must select one group of trades and you will not be allowed to change groups.

GROUP I

- Air Conditioning and Refrigeration Mechanic
- Blacksmith
- Boilermaker
- Machinist
- Machinist (Maintenance)
- Machinist (Marine)
- Molder
- Painter
- Pipefitter
- Sheetmetal Mechanic
- Shipfitter
- Toolroom Mechanic
- Woodcraftsman

GROUP II

- Fabric Worker
- Insulator
- Patternmaker
- Rigger
- Shipwright
- Welder

GROUP III

- Electrician
- Electronics Mechanic
- Metals Inspector
- Toolmaker

TEST: A test is required for all 3 groups of trades. The test will be given during the week of December 21, 1981 on Oahu, and the week of December 28, 1981 on the neighbor islands. You must arrange to be present when scheduled for the test as there will not be any make-up examination. The test will not be given outside of Hawaii.

ALGEBRA TEST: Applicants who select Group III (Electrician, Electronics Mechanic, Metals Inspector, or Toolmaker) will be required to take an algebra test in addition to the other required tests.

CITIZENSHIP: Only U.S citizens or American Samoans may apply.

TERM OF ELIGIBILITY: The list of eligibles established under this job bulletin will supersede all previous apprentice lists of eligibles. If you are eligible under JOB No. 80-84 or were on any previous apprentice list you must reapply for further consideration. The list will be used to fill apprenticeship positions until October 30, 1982.

IMPORTANT: After you apply for the test we will send you additional forms along with your notice to report for the test. All application and supplemental forms that we send you should be thoroughly completed since these forms are used in addition to the test scores to determine your final rating.

APPLICATION PROCEDURES

1. WHEN TO APPLY: Applications for the test will be available from November 16 through November 18, 1981. The application form must be postmarked or received by November 18, 1981. Pick up and submit applications to the address below. Late applications will be returned.

2. HOW TO APPLY: Fill out and submit the application for apprentice test form (OPM Form 5000-C) which you can obtain at the Federal Job Information Center during the open period.

3. WHERE TO OBTAIN FORMS AND APPLY: Submit OPM Form 5000-C to:

Federal Job Information Center
U.S. Office of Personnel Management
300 Ala Moana Boulevard, Room 1310
P.O. Box 50028
Honolulu, HI 96850

Telephone: 546-8600 (Oahu)
1-546-7108 (Neighbor islands only)

Hours: 9:00 a.m. - 12:00 noon
1:00 p.m. - 3:30 p.m.
Monday through Friday

NEIGHBOR ISLAND APPLICANTS: You may obtain your apprentice application form from your local State Employment Service (refer to telephone directory for address).

Series: WG-Apprentice
Publicity: HW
Distribution: 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 18, and 19.
(11/10/81)

APPRENTICESHIP NOW*

"Oh, at home had I but stayed, 'Prenticed in my father's trade . . ." Back in the days when A. E. Housman wrote these lines, many boys became apprentices because tradition dictated that a trade be passed from father to son. Today, young men and women pursue trades through apprenticeship not because of tradition but because apprenticeship develops marketable skills, leads to good-paying jobs, and, for many people, means rewarding and satisfying work in the skilled trades.

What Is Apprenticeship?

Apprenticeship is a prescribed period of time during which an individual called an apprentice learns a trade through on-the-job training and related instruction. On-the-job training covers all aspects of a trade. For example, apprentice auto mechanics learn how to repair engines, but they also learn how to diagnose engine problems, and they clean their tools and work areas when they finish working. Related instruction can take place in a classroom or through home-study materials. It covers the theory behind the techniques of a trade and includes detailed discussion of how certain tasks are performed and of safety precautions that must be observed in a shop. Classes, taught usually by experienced craftworkers, require texts such as trade manuals and often books supplied by correspondence schools. Classes can be scheduled during the day or in the evening.

Apprenticeships usually last about 4 years, but may range from 1 to 6 years. During this time, apprentices work under journeymen--the status they too will attain after successfully completing their apprenticeships. Under the journeymen's guidance, apprentices progressively learn the mechanics of a trade and gradually perform the work under less and less supervision.

Apprentices are paid, full-time employees of the company in which they are apprenticed. Generally, an apprentice's pay starts out at about half that of journeymen and should increase periodically throughout the duration of the apprenticeship. Also, many programs are co-sponsored by trade unions that offer apprentices union membership.

The sponsor of an apprenticeship program plans, administers, and pays for the program. Sponsors can be unions, employers, or a combination of the two. When an apprentice is accepted into a program, he or she signs an agreement with the sponsor that states the terms of the apprenticeship and that the apprentice agrees to perform the work faithfully and to complete the related study. The agreement also binds the sponsor to make every effort to keep the apprentice employed and to comply with standards established for the program.

Many apprenticeship programs are registered with the Federal government or a federally approved State apprenticeship agency. Registered and certified programs meet federally approved standards relating to job duties, planned related instruction (a minimum of 144 hours a year), wages, and safety and health conditions. Apprentices who successfully complete registered programs receive certificates of completion from the U.S. Department of Labor.

*From Occupational Outlook Quarterly, Summer 1978, U.S. Department of Labor.

Why Apprenticeship?

A 1971 study of apprenticeship graduates and other craftworkers in six cities showed that "apprenticeship training gives construction craftsmen considerable advantage over those trained by informal means." Apprenticeship graduates in the study were more educated, worked more steadily, learned their trades faster, and were more likely to be supervisors than nonapprenticed craftworkers. The same study showed that apprenticeships produced better skilled, more productive, and safer craftworkers. Apprenticeship graduates were also more likely to experience fewer and briefer periods of unemployment than craftworkers trained in informal ways, since employers retain better skilled workers and often specifically request them for a job.

But the apprenticeship picture is not all roses. The competition to get in is high. Apprentices face possible unemployment if the sponsoring employer is temporarily out of work. The work can be technically hard and physically demanding. Apprentices must show they are learning the task or may be dropped from a program during the probationary period at the beginning of the apprenticeship. Also, beginning apprentices may feel their work is menial or boring, and more advanced apprentices may feel that their pay is less than what they could earn elsewhere with their skills.

Women face many unique obstacles to apprenticeship--traditionally a male domain. Although more women are entering apprenticeship programs and being accepted by their male peers, many feel that they are breaking into a man's world--that they need much courage and self-confidence in addition to the abilities required of all apprentices. They face stereotyped attitudes held by many of their male coworkers. For example, men often try to protect women from heavy or dirty work, believing that women are too frail to handle it. On the other hand, some men make work even harder for women, because the men feel that the women don't belong in the trade. A study of apprenticeship programs in Wisconsin concluded: ". . . The barrier to women is not the difficult or dirty nature of some of the jobs, but the breaking of a taboo and the treading onto a territory that has remained the preserve of its male initiates." In the future, government initiatives and more women in apprenticeships will help to change attitudes with which women today must deal.

117

23. HAVE YOU CONSIDERED A VOCATIONAL-TECHNICAL EDUCATION AND CAREER?

Overview

A brief story introduces students to a variety of vocational-technical career areas and their importance to society. Career areas are discussed in terms of semi-skilled, skilled, and professional categories to point up differences in the training and preparation they require. Four educational programs are then examined to identify differences in vocational-technical and professional training. Students select a vocational-technical career area which they investigate as a concluding activity of the lesson.

Materials

A copy of "The Day Before" for each student
Copies of "Educational Preparation for
  (1) Electrical Installation and Maintenance Technology, and (2) Electrical Engineering" and "Educational Preparation for (1) Practical Nurse, and (2) Registered Nurse" (optional)
Copies of "Licensed Private Trade, Vocational, and Technical Schools" (optional)

BACKGROUND

It has become increasingly difficult for an unskilled or semi-skilled person to find stable work with good pay. One way to increase opportunities for higher paying jobs with greater stability is to develop a skill. In most instances this requires education and training beyond high school.

When high school students think of education beyond high school they tend to focus mostly on a professional education at the college and university level. They frequently ignore community colleges, apprenticeship programs, and private trade schools that prepare people for careers in vocational-technical related areas. A purpose of this lesson, therefore, is to encourage those who can benefit from education and work in these areas to explore possibilities.

ACTIVITIES

1. Give each student a copy of "The Day Before" and ask them to read it. After they have read the story, ask them to refer to it as they list

on a sheet of paper the occupations suggested by the story. The list should be similar to the following:

- lab technician
- doctor
- electrician
- fire inspector
- carpenter
- lawyer
- auto body repair person
- mechanic
- food service manager
- dining room personnel
- hotel reservations clerk
- hotel general manager
- legal assistant

2. Review the list of occupations with students, describing any that might be unfamiliar. Then initiate a discussion using the following questions as a guide.

    a. How important do you believe the work of the people in these occupations was to Wendy and Larry?

    b. What are other career areas similar to these that are important to our daily lives? (police officers, firefighters, dentists, plumbers, dental assistants, cosmetologists, appliance repairpersons, aviation maintenance persons, x-ray technicians, beauticians, etc.)

    c. In what ways do preparation for these career areas differ from preparation in areas such as sales clerk, refuse collector, dishwasher, car wash operator, luggage loader, etc? (Elaborate on differences in training and preparation for skilled and semi-skilled occupations.)

    d. How does preparation in professional areas such as doctor, lawyer, engineer, architect, etc., differ from preparation for careers such as dental assistant, electrician, carpenter, mechanic, etc? (Elaborate on differences in training and preparation for skilled and professional occupations.)

3. Share with students the information included in Educational Preparation for (1) Electrical Installation and Maintenance Technology, and (2) Electrical Engineering. Point out how the preparation for these two career areas differs in terms of amount of course work, kinds of courses, time involved, and general scope of the overall educational program.

4. Share with students the information included in Educational Preparation for (1) Practical Nurse, and (2) Registered Nurse. Point out the differences in preparation required for these two career areas.

5. Help students explore and build an understanding of different vocational-technical career areas. A procedure you might use would be to have students select one vocational-technical career area to investigate, and then have them compile information on:

    a. Kind of training and educational program available (apprenticeship program, community college, private trade school, etc.)

b. Types and number of courses required

c. Length and cost of program

d. Availability of jobs in the career area

e. Beginning, average, and maximum salaries available

At the conclusion of their research, the information compiled could be included in a Vocational-Technical Education and Career Directory and made available to the entire class. The following sources of information could be used in their investigations:

a. Licensed Private Trade, Vocational, and Technical Schools

b. Certificate/Associate Degree Programs at Community Colleges (see Lesson 28, "Community Colleges in Hawaii")

c. Job Opportunity Bulletin (see Lesson 22, "An Apprenticeship Education for Me?")

ADDITIONAL ACTIVITIES

1. Choose a career area for which training is available in an apprenticeship program, a community college, and a private trade school. Invite a representative from each of the three educational-training programs to participate in a panel discussion for your class to describe the educational preparation for that career area and the advantages of their educational-training program.
2. Arrange a class tour to observe an apprenticeship program and visit a community college, or a trade school program.
3. Invite a graduate of one of these programs to speak to the class about their work, their training, the problems they encounter, and the satisfaction they have from their work.

THE DAY BEFORE

Wendy and Larry were frantic. It was the day before their wedding and they still had a long list of things to do. They had to check with the hotel about final details on their wedding reception and reservations for out-of-town guests. Larry had to pick up a medical report from the hospital lab and see his doctor. There were electrical problems with the house they were renting and they needed to check with the electrician about wiring and outlets. The fire inspector was to be at the house for a clearance check, and they had asked a carpenter to stop by and give an estimate on extra cabinets the owners had agreed to install. Larry needed to see his lawyer; Wendy needed to get her car from the auto body shop where it had been repaired and painted.

They decided to divide up the tasks and meet at their rented house in three hours. Wendy would get her car and take care of the wedding reception and guest reservation details. Larry would get the report from the lab and see his doctor and lawyer. Then they would both meet to talk with the electrician, the carpenter, and the fire inspector.

Wendy's car wasn't ready. When she talked with the repairman she recognized him as a classmate from high school. She recalled that he had always been interested in cars and had attended a community college to learn auto body repair and painting. He pointed out a mechanical problem he had noticed when moving the car, and suggested that Wendy take the car to a friend of his who was a mechanic.

At the hotel Wendy met with the food service manager. They talked with the people in charge of the dining room and food preparation. Everything was in order and Wendy was pleased. The reservations for her guests were confirmed by the reservations clerk. As she was leaving the hotel she met the general manager, a friend of her father. She told him how pleased she was that everything was in order. He told her he had recently hired the people she had spoken with, and that the food service people were well-trained.

Wendy was only a few minutes late arriving at the house. Larry had already arrived. He had picked up the medical report and dropped it off at the doctor's office. He spent only a few minutes at the lawyer's office. The legal assistant took care of his needs.

The electrician came first. Larry pointed out several wiring problems and the electrician promised to correct them and install additional outlets. The carpenter came while the electrician was still working and they recognized each other. The fire inspector was the last to come. It was 5:15 pm when he left and Wendy and Larry had one hour and fifteen minutes left to shower and prepare for the wedding rehearsal and the dinner for the wedding party which would follow.

EDUCATIONAL PREPARATION FOR (1) ELECTRICAL INSTALLATION AND MAINTENANCE TECHNOLOGY, AND (2) ELECTRICAL ENGINEERING

Electrical Installation and Maintenance Technology

Honolulu Community College

		Certificate of Achievement Credits	Associate in Science Degree Credits
First Semester			
ELEC 20	Electrical Fundamentals	4	4
ELEC 22	Wiring Materials and Methods	6	6
MATH 50	Technical Mathematics I	3	3
Communication (Rec: ENG 60)		-	3
		13	16
Second Semester			
ELEC 30	Electrical Installation Theory I	4	4
ELEC 32	Electrical Installation Lab I	6	6
BLPRT 22	Blueprint Reading and Drafting	3	3
MATH 55	Technical Mathematics II	-	3
		13	16
Third Semester			
ELEC 40	Electrical Installation Theory II	4	4
ELEC 42	Electrical Installation Lab II	6	6
General Education Requirements*		-	6
		10	16
Fourth Semester			
ELEC 44	AC Systems & Equipment	4	4
ELEC 46	Electrical Maintenance & Repair	6	6
General Education Requirement		-	3
		10	13
Minimum Credits Required		46	61

Electrical Engineering

University of Hawaii at Manoa

General Educational Requirements

	Credits
Communications	6
Speech 151	
One English course in the 100 series	
Humanities & Social Sciences	9
One English course in the 250-257 series	
Electives	
World Civilizations	6
History 151, 152	
Quantitative Reasoning	12
Mathematics 205, 206, 231, 232	
Natural Sciences	14
Chemistry 171, 171L	
Physics 170, 170L, 272, 272L	
Total	47

Additional Departmental Requirements

Electrical Engineering	21
EE 120 Microprocessors & Logic Design	
EE 150 Digital Computer Programming	
EE 211 Basic Circuit Analysis	
EE 213 Basic Lab Measurements & Techniques	
EE 266 Computer Organization & Programming Techniques	
Phys 274	
CE 270 or Phys 310	

Electrical Engineering

Required Courses: EE 315, 323, 323L, 331, 331L, 371; 324 or Phys 440 or ME 431; Phys 430 or ME 311; 1 mathematics course numbered above 300;

Departmental Electives: 24 credits in EE courses numbered 300 or above, 3 credits in EE design.

Technical Electives: 3 credits in any engineering, mathematics or science course numbered 300 or above.

Differences In Educational Preparation

Electrical Installation and Maintenance Technology

1. Less course work.
2. Mostly laboratory courses for learning and practicing skills.
3. Less emphasis on theory.
4. Courses in areas other than electrical technology are mostly in related skill areas such as math and communications; there are a few general education courses in the Associate degree program.

Electrical Engineering

1. More course work.
2. Heavier emphasis on theory.
3. Most of the courses involve reading, lectures, and study.
4. Practical application of skills occurs after the four or five years required to complete the degree.
5. A larger part of the curriculum is devoted to general education.

EDUCATIONAL PREPARATION FOR (1) PRACTICAL NURSE AND (2) REGISTERED NURSE

Practical Nurse

Kapiolani Community College

First Semester	*Credits*
NURS 20, Practical Nursing	13
NURS 28, Personal and Vocational Relationships	1
BIOL 22, Human Anatomy and Physiology	3
	17
Second Semester	
NURS 22, Practical Nursing II	14
HD 22, Human Growth and Development	3
	17
Third Semester	
NURS 26B, Maternity Nursing	3
NURS 26C, Child Nursing	3
	6
TOTAL	40

Registered Nurse

University of Hawaii at Manoa

Course Requirements	Associate of Science		Bachelor of Science	
COMMUNICATIONS		3		3
English Composition	3		3	
WORLD CIVILIZATION		-		6
History 151-152 (3-3)	-		6	
QUANTITATIVE MATH OR LOGICAL REASONING		-		3
Statistics (3)	-		3	
HUMANITIES (Groups I, II, III) (Must include at least 2 groups)		-		9
SOCIAL SCIENCES (Groups I, II)		6		9
Group I: Psychology 100	3		3	
Anthropology 200	3		3	
Group II: Elective	-		3	
NATURAL SCIENCES		16		19
Anatomy & Physiology	8		8	
Microbiology	5		5	
Chemistry (Organic & Inorganic)	(3) optional or elective		6	
SUPPORT COURSES		8		15
HSSW Courses: Health Teaching	-		2	
Issues in Health Field	-		2	
Interpersonal Relationships	2		2	
OTHER: Human Development 298	3		3	
Food Science & Human Nutrition 475	-		3	
Pharmacology 203	3		3	
NON-INTRODUCTORY ELECTIVES (Courses can be in any field of study)		-		6
NURSING		35		67
153 Nursing Skills and Concepts	3		3	
153L Nursing Skills and Concepts Lab	3		3	
*Maternal-Newborn Nursing	2		2	
*Maternal-Newborn Nursing Lab	3		3	
*Nursing of Children	2		2	
*Nursing of Children Lab	3		3	
*Medical-Surgical Nursing I	2		2	
*Medical-Surgical Nursing I Lab	3		3	
*Medical-Surgical Nursing II	2		2	
*Medical-Surgical Nursing II Lab	3		3	
*Psychiatric Nursing	2		2	
*Psychiatric Nursing Lab	3		3	
*Trends in Nursing	2		2	
*Management of Care	1		1	
*Management of Care Lab	1		1	
*Health Assessment: Physical	-		4	
*Health Assessment: Psychosocial	-		4	
*Pathophysiology	-		3	
*Preceptorship Seminar	-		1	
*Community Health Nursing	-		7	
*Selected Clinical Study: Management	-		6	
*Selected Clinical Study: Adv Nsg Concepts	-		6	
*Nursing Research	-		2	
TOTAL CREDITS		68		137

*In process of course approval

LICENSED PRIVATE TRADE, VOCATIONAL, AND TECHNICAL SCHOOLS

The following list of private trade, vocational, and technical schools comes from the State Department of Education's (DOE) 1980-1981 Directory. Because state law requires that all private trade, vocational, or technical schools consisting of more than 20 sessions be licensed, we have limited this list to the schools licensed by the DOE. (For a current listing, please call the DOE Office of Instructional Services at 548-4779).

During the licensing process, many aspects of a school's operations are checked for conformance to standards. Among other things, its curriculum must be approved, teachers must be certified, health and safety clearances must be obtained for the facilities, and the school must publish a brochure or catalog of courses. Also, the Accreditation and Licensing Section of the Office of Instructional Services will investigate complaints of possible non-conformance to one or more of the standards. The rules and regulations and provisions for their enforcement were established to protect the student's interest.

Name of School and Mailing Address	Average Enrollment	Telephone Number
ACCOUNTING		
Kenway School of Accounting 1523 Kalakaua Avenue Honolulu, Hawaii 96826	35	949-5371
ART		
Honolulu Academy of Arts Studio Program 900 South Beretania Street Honolulu, Hawaii 96814	50	538-3693
AUTOMOTIVE AND ELECTRONICS		
Electronics Institute 1111 Bishop Street, Room 6 Honolulu, Hawaii 96813	150	521-5290
New York Technical Institute of Pennsylvania, Inc. 1375 Dillingham Boulevard Honolulu, Hawaii 96817	115	841-5827
BARTENDING		
Bartender Training Institute 830 Ala Moana Boulevard, Suite 225 Honolulu, Hawaii 96813	4	537-1869

Name of School and Mailing Address	Average Enrollment	Telephone Number
Bartending School of Hawaii 111 North King Street Honolulu, Hawaii 96817	8	524-4014
BUSINESS AND COMMERCIAL		
Cannon's International Business College of Honolulu 33 South King Street Honolulu, Hawaii 96813	481	521-5333
Data Entry Institute of Hawaii 1314 South King Street Honolulu, Hawaii 96814	20	531-5666
Hawaii School of Business, Inc. 111 North King Street Honolulu, Hawaii 96817	250	524-4014
National Business Training School 1111 Bishop Street, Suite 402 Honolulu, Hawaii 96813	35	533-6731
COSMETOLOGY AND BARBERING		
Gony's Beauty School 4487 Kuhio Highway Kapaa, Hawaii 96746	5	822-1930
Hawaii Institute of Hair Design 1124 Fort Street Mall, Room 209 Honolulu, Hawaii 96813	36	533-6596
Hawaii Institute of Hair Design Barber Division 1124 Fort Street Mall, Room 209 Honolulu, Hawaii 96813	35	533-6596
Trendsetters Beauty College, Inc. 1162 Fort Street Mall Honolulu, Hawaii 96813	80	537-9591
Trendsetters Beauty College II Pearlridge Shopping Center, Phase I 98-1005 Moanalua Road Aiea, Hawaii 96701	24	487-0059
Tsudo, Ltd. dba Big Island School of Hair Designs 35 Waianuenue Avenue Hilo, Hawaii 96720	25	935-9091

Name of School and Mailing Address	Average Enrollment	Telephone Number
DRESSMAKING, TAILORING, AND DESIGNING		
Fashion Center 1296 South Beretania Street Honolulu, Hawaii 96814	18	536-8250
Honolulu Practical Sewing School 1302 Young Street Honolulu, Hawaii 96814	25	536-5727
Kaimuki Sewing School 3184 Waialae Avenue Honolulu, Hawaii 96816	10	737-0280
Style Center School of Fashion Design 1350 South King Street, Room 203 Honolulu, Hawaii 96814	28	536-5422
INCOME TAX PREPARATION		
Aikane Tax School 3604 Waialae Avenue Honolulu, Hawaii 96816	20	735-3544
H&R Block Tax Tuition School 98-1268 Kaahumanu Street, #201 Pearl City, Hawaii 96782 (classes also at Hilo, Hawaii)	119	533-1690
INTERIOR DESIGN		
Artisan School of Interior Design 1402 Kapiolani Boulevard, Suite 25 Honolulu, Hawaii 96814	40	941-6931
MASSAGE		
Aisen Shiatsu School, Inc. 1314 South King Street, Room 601 Honolulu, Hawaii 96814	13	531-7320
MEDICAL AND DENTAL ASSISTANT		
Med-Assist School of Hawaii 1164 Bishop Street, Suite 405 Honolulu, Hawaii 96813	75	524-3363

Name of School and Mailing Address	Average Enrollment	Telephone Number
MODELING		
Barbizon School of Hawaii, Inc. 1600 Kapiolani Boulevard, Suite 1230 Honolulu, Hawaii 96814	185	946-9081
Models of the Century 1863 Ala Wai Boulevard Honolulu, Hawaii 96815	160	946-4841
John Robert Powers Modeling and Finishing School 1314 South King Street, Suite 504 Honolulu, Hawaii 96814 (classes also at Hilo, Hawaii)	277	521-4908
NAUTICAL		
Pacific Maritime Academy 709 Kelikoi Street Honolulu, Hawaii 96813 (classes also at Kona, Hawaii)	120	537-5715
REAL ESTATE		
Airland School of Real Estate 1525 Rycroft Street Honolulu, Hawaii 96814	85	946-2012
Aloha School of Real Estate 1314 South King Street, Suite 1655 Honolulu, Hawaii 96814	59	524-3200
Richard Daggett School of Real Estate 615 Piikoi Street, #1510 Honolulu, Hawaii 96814 (classes also at Kona, Hawaii)	40	524-4973
Marshall Goldman School of Real Estate 747 Amana Street, Room 300 Honolulu, Hawaii 96814 (classes also at Kona, Hawaii; Kahului and Wailuku, Maui)	200	955-5533
Jones/Spalding & Mary Shern School of Real Estate 747 Kilauea Avenue, Suite 103 Honolulu, Hawaii 96816 (classes also at Kapaa, Kauai)	146	734-2291

Name of School and Mailing Address	Average Enrollment	Telephone Number
Mike McCormack Center of Real Estate Studies 1580 Makaloa Street, #500 Honolulu, Hawaii 96814 (classes also at Lihue, Kauai)	49	524-2600
Real Estate Academy of Pacific 4747 Kilauea Avenue, No. 107 Honolulu, Hawaii 96816	50	734-2131
Real Estate Schools of S/M 98-267-J1 Kaonohi Street Aiea, Hawaii 96701	25	488-3518
S.K.Y. School of Real Estate 820 Mililani Street, Suite 614 Honolulu, Hawaii 96813	25	521-7345
Stapleton School of Real Estate 841 Bishop Street, Suite 2121 Honolulu, Hawaii 96813 (classes also at Kahului and Wailuku, Maui)	744	524-4444
Bob Tanaka, Inc. School of Real Estate 1820 Algaroba Street, Suite 200 Honolulu, Hawaii 96826	40	949-4111
Vitousek Real Estate Schools, Inc. 657 Kapiolani Boulevard, Suite 1 Honolulu, Hawaii 96813 (classes also at seven locations on Hawaii)	365	521-6575
Waikiki Realty Real Estate School 4211 Waialae Avenue, Room 303 Honolulu, Hawaii 96816	20	732-6622
John Wilson School of Real Estate 675 Front Street Lahaina, Hawaii 96761	30	661-4881
TRAVEL AND TOURISM		
Kilohana Travel School 1012 Piikoi Street, Suite 6 Honolulu, Hawaii 96814	29	531-5780
Travel Academy 1111 Bishop Street, Suite 406 Honolulu, Hawaii 96813	30	524-0455
Travel Institute of the Pacific 1314 South King Street, Suite 1051 Honolulu, Hawaii 96814	45	531-2708

24. SHORT OR LONG-RANGE LIFE GOALS?

Overview

A case study is used to introduce students to problems associated with dropping out of school. Students consider solutions to the case study in small groups and share their ideas with the class. A concluding discussion is held to point up the value of long-range goals in life to success and happiness.

Materials

A copy of "Case Study: Darryl's Dilemma" for each student

ACTIVITIES

1. Give each student a copy of "Case Study: Darryl's Dilemma." Read the case study aloud as they follow their copies.
2. Divide the class into small groups. Each group is to discuss the case study and prepare answers to the questions included at the end. One student from each group should serve as recorder and present a summary report to the class.
3. Have the groups share their responses to the questions with the class.
4. Using the group responses as reference, conduct a class discussion that will consider the following questions.
    a. Do you believe Darryl was thinking about immediate success and happiness or future success and happiness when he dropped out of school?

    b. Should an action that could bring immediate success and happiness be viewed as a short-range or a long-range goal? You might explain that short-range goals sometimes bring immediate or temporary success and happiness, but often do not ensure permanent, long-range success and happiness.

    c. What are some short-range and long-range goals you believe could be associated with the following situations?

        (1) deciding on which summer job to accept

        (2) selecting courses to take in high school

        (3) choosing extra-curricular activities

(4) associating with certain persons and building friendships

(5) completing an assignment on time rather than participating in a social function or some kind of evening school activity

d. What advice would you give to a friend who is considering dropping out of school and finding some kind of job?

ADDITIONAL ACTIVITIES

1. Invite a school counselor to talk with the class about why students drop out of school and the efforts made to help them.

2. Invite a member of the police department to talk with the class about relationships between drop-outs, juvenile offenders, and unlawful activities.

3. Arrange for a tour and presentation of a CETA training program, a job corp program, or some similar program that provides help for school drop-outs. Have the students help you prepare questions to ask during the presentations concerned with why students drop out of school, whether drop-outs consider the long-range consequences of their actions, the kinds of problems they encountered after dropping out, and the difficulties they have to overcome in adapting and pursuing long-range life goals.

4. Have students complete a related role playing activity in Role Playing in the Curriculum. Select from activities in Chapters 13, 14, and 15.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

CASE STUDY: DARRYL'S DILEMMA

Darryl was in the eleventh grade and hated school. None of the subjects he was taking interested him. He was more interested in doing things with his hands such as repairing cars, fixing plumbing fixtures, working with electrical wiring, etc. Darryl began cutting classes and eventually dropped out of school.

Darryl looked for a job and easily found one. He went to work for a company that had contracts to wash the outsides of windows in tall buildings. Although the job was somewhat dangerous, he was able to go home each night feeling good about having accomplished something. Pay for the job was low, but it was a start for him.

Darryl was laid off after he had worked for the window washing company for six months. He then decided to look for a more interesting job with better pay--perhaps in auto mechanics, auto body repair, carpentry, plumbing, or electrical work.

After several interviews Darryl found he could not get jobs in those areas because he lacked the needed skills. He was told he needed to receive training. Although he wanted a good job, all he could think of was how he hated high school, so he decided to just look for another unskilled job.

The next five years were difficult ones. He worked as a bus boy, a short order cook, a loader in a warehouse, a waiter, a taxi driver, and a security guard. The wages were low, the work was boring to him, there were no promotions--he felt like he was making no progress in life. Darryl was married now and his wife was expecting. Their combined salaries barely made it possible for them to pay rent, buy food and clothes, and maintain a car. Darryl wanted more out of life than what he believed he had. He began to realize he wanted to be a good provider for his family, he wanted satisfaction from his work, and he wanted to have a feeling of success in life. But he also realized a more satisfying job required more training and education.

Darryl made an appointment to see the counselor from his former high school to talk about the kinds of jobs that interested him and the training that would be required. The counselor explained that he could receive education and training in the areas that interested him through an apprenticeship program, a trade school, a community college, or military service. Here is the information the counselor provided:

Apprenticeship Programs

1. The programs develop the kinds of skills that interest him.
2. He would have to pass a math test which he did not have the background for.
3. He could take some classes in math at the community college and then apply for the apprenticeship program.
4. He would be well qualified for a skilled job at the end of the program.
5. There was very little cost for the program.
6. He would have a job as part of the apprenticeship program and earn a salary. He also could work nights to earn additional money.
7. The program would last 3 to 4 years.
8. He might have to wait for an opening in an apprenticeship program.

Private Trade Schools

1. There were private trade schools in business, but no private trade schools in the skilled trades in his area.
2. He would have to move to another city.
3. The tuition costs were higher and his costs of living in the city where the school was located would be higher.
4. He would have to work at night and go to school during the day, or vice versa, to support his family.

Community College

1. He could qualify to enter. The only requirement is to be 18 years of age or a high school graduate.
2. They have programs in the skill areas that interest him.
3. In two years he could have the required education and training and an Associate of Science degree.
4. The cost of education was low.
5. He could get financial aid.
6. Classes met at night and during the day so he could work to support his family.

The Military

1. He could enlist.
2. The military would train him in a skill.
3. He would be given assignments in his skilled area.
4. He would have to live wherever the military sent him.
5. If there was a war he could be ordered to combat duty.
6. His pay would be low at first, but he would not have to work at night in order to go to school during the day. He would be sent to school as part of his regular military assignment.
7. The military would help to pay for further education if he desired it. In return he might have to serve longer in the military.

If you were Darryl, what would you do?

1. Would you continue to work in an unskilled job? Why?
2. Would you enlist in the military? Why?
3. Would you apply for an apprenticeship program? Why?
4. Would you enroll in a community college? Why?
5. Would you attend a private trade school? Why?
6. Would you do something else? If so, what would you do?

25. REASONS FOR PURSUING A HIGHER EDUCATION

Overview

Students consider a case study to learn about different reasons given for pursuing higher education. They discuss a wide range of possible reasons, and then write a paragraph stating their own reasons for planning to pursue, or not to pursue, higher education.

ACTIVITIES

1. Copy the following case study on the chalkboard.

    Susie, Randy, Nina, and Wayne are juniors in high school. They and their parents went to a "College Night" program given by representatives from colleges and universities in their state and from some mainland schools.

    After the program, the four students and their parents went together to an ice cream shop for refreshments. As they casually talked about the presentations, they agreed that their state university and one of the mainland liberal arts colleges looked the best, but both were expensive. They then began to talk about reasons for getting a college education.

    Susie said she would like to go to college because she wanted to become a medical researcher.

    Randy said he wanted to go to college so he could participate in collegiate sports.

    Nina said she didn't know what she wanted to pursue as a career, but she wanted to go to college so she could learn more about the world and find out what her real interests are.

    Wayne wanted to go to college so he could get a higher paying job and have a more secure life as an adult.

2. Ask the students that if they were the parents of Susie, Nina, Randy, and Wayne, and they knew it would cost between $1,000.00 and $3,000.00 a year (the rest of the cost coming from financial aid) for a college education, would they accept the reasons given for wanting to go to college? Also, would they, as parents, consider the reasons given as valid uses of money?

3. Ask the students the following questions to generate discussion. Weave into the discussion the points made after each question in parentheses.

    a. Should a decision to go to college be based entirely on a particular major area of study a person wishes to pursue? (A recent survey at a major college on the mainland revealed that 75% of the students changed their minds from one to three times about what they wanted to major in between their application for admission and graduation.)

    b. Is preparation for a specific job or career a valid reason for going to college? (Many jobs today's high school students will be working at as adults have not been thought of yet. And, some jobs available today will be obsolete in the next ten to twenty years.)

    c. Should a college education be viewed as a way to ensure higher earning power in a particular career? (Some skilled workers earn more today than college graduates.)

4. Involve students in a discussion of the following as possible reasons for getting a college education.

    a. to develop an understanding of the world

    b. to free the individual from a narrow point of view and expand experience

    c. to develop perspective--the capacity to look at ideas and events in terms of what has happened in the past and what may happen in the future

    d. to develop thinking skills

    e. to learn to communicate ideas orally and in writing

    f. to develop knowledge and skills that can be used in a wide variety of careers and occupations

    g. to gain an in-depth understanding in a field of interest

    h. to develop a wide variety of interests

    i. to develop an interest in and capacity for life-long learning

5. Conclude the lesson by asking students to write a paragraph stating their personal reasons for working toward, or not working toward, getting a college education.

ADDITIONAL ACTIVITIES

1. Ask students to interview several adults who are college graduates and ask what their reasons were for getting a college education.

2. Invite a high school counselor to talk with the class about reasons they believe are valid for getting a higher education.

3. Have students interview parents to find out why (or why not) they believe a college education is worthwhile.

4. Show and discuss the following filmstrips available at the Career Information Center, Office of the Director of Vocational Education, University of Hawaii.

    College? It's Up to You. Guidance Associates. 1972. (2 filmstrips, 2 cassettes, discussion guide). Helps students examine criteria for deciding whether to go to college and which colleges to select. Also supplies tips on applications, tests, records, etc.

26. WHAT IS THE DIFFERENCE BETWEEN A COMMUNITY COLLEGE, A COLLEGE, AND A UNIVERSITY?

Overview

A radio talk show is the vehicle through which students are introduced to basic differences between a community college, a college, and a university. Students learn to identify some of the more important differences, and hypothesize about the advantages and disadvantages of each as institutions of undergraduate education.

Materials

A copy of "Script" for each student

ACTIVITIES

1. Ask four students to assume the role of moderator and three panelists for a radio talk show. Give each of the four a copy of the script a day or two ahead of time so they can become familiar with their parts. Ask six other students to participate in the talk show by asking questions from the audience as indicated in the script.

2. Give all other students a copy of the script just before the talk show is presented. Suggest that they underline or put a check by any points of particular importance or interest to them.

3. Present the radio talk show.

4. Organize the class into three groups (community colleges, colleges, universities). Ask the groups to compile a list of "advantages" and "disadvantages" of attending the kind of school they have been assigned to discuss. Encourage the groups to refer back to the script for the talk show as well as share their own ideas as they identify advantages and disadvantages.

5. Conclude the lesson with a class discussion of advantages and disadvantages of attending community colleges, colleges, and universities. Have the groups share their ideas. Suggest the following during the discussion if the groups have not included the information in their presentations.

Community Colleges

Advantages

1. low cost
2. remedial and skill-building programs
3. faculty and school emphasis on helping students
4. practical career programs in many fields
5. good two-year liberal arts program
6. good career and academic counseling programs

Disadvantages

1. some courses do not have transferable credits
2. most often there is no housing provided by the community college
3. students in the liberal arts program need to seek out help early in their second year to prepare for transfer to a four-year college
4. sometimes there is more emphasis on career programs and less on liberal arts

Colleges

Advantages

1. strong emphasis on the liberal arts
2. faculty devoted to teaching
3. well thought-out curriculum, applied college-wide
4. small to moderate sized classes during first two years
5. greater student contact with the faculty
6. opportunities to participate in academic and extracurricular activities

Disadvantages

1. offers fewer majors than a university
2. cannot offer as many courses for each major--so less variety and depth in some areas
3. smaller libraries/labs/research facilities in some cases

Universities

Advantages

1. research-oriented faculty
2. broad range of majors in liberal arts, business, education, engineering, architecture, agriculture, health fields, etc.
3. large and well-equipped labs
4. large libraries

Disadvantages

1. large classes
2. faculty availability tc undergraduates
3. some classes taught by teacher assistants
4. more impersonal environment
5. high cost

SCRIPT

Cast: Wyn Wood, Moderator
Laurie Chang
Ralph Miyashiro
Ed Naholoholo
Six students from the audience (assign numbers 1-6)

Wyn: Welcome to our talk show! Today we are going to look at the different kinds of colleges in Hawaii and see what each has to offer. Our panel includes Ralph Miyashiro, a student from a community college, Laurie Chang, a student from a four-year college, and Ed Naholoholo, a student from a local university. I am Wyn Wood, your moderator. We encourage audience participation and invite you to ask our panelists questions about things that interest you.

Ralph, how many community colleges are there in Hawaii, and where are they located?

Ralph: There are four on Oahu: Kapiolani Community College, Honolulu Community College, Leeward Community College, and Windward Community College. On the neighbor islands there are three: Kauai Community College, Maui Community College, and Hawaii Community College.

Wyn: What is the purpose of a community college?

Ralph: There are two purposes. One purpose is to make possible the first two years of college at a low cost and provide students opportunities to enroll in remedial and skill-building courses. If students were turned off in high school and didn't do well, but then decide they do want to attend college, they can take courses to catch up. They also can take the regular general education courses required by most four-year colleges and universities. Faculties in community colleges are usually committed to helping students make it. It's not "make it on your own or flunk out." It's "come around, we've got lots of ways to help you."

Wyn: Are there questions from the audience?

Student No. 1: Do the students really come around and ask for help?

Ralph: It varies, of course. But lots of them do and many have been helped. Our learning resource centers are always busy. Students go there for individual tutoring, for skill-building, and for help with specific assignments.

Student No. 2: Is the community college only for the student who did poorly in high school?

Ralph: Definitely not. There are lots of students who performed well in high school but prefer to do their first two years at a community college because the cost is low, there is less competition when enrolling in certain classes, and they can get help from the faculty.

Wyn: Ralph, you said there were two purposes for a community college. What is the second purpose?

Ralph: A second purpose is to provide training for specific jobs or career areas. For instance, Honolulu Community College has a large vocational-technical program with opportunities in architectural drafting, auto body repair, auto mechanics, aviation maintenance, carpentry, commercial art, commercial baking, fire science, police science, etc. Students in these programs can earn a Certificate of Achievement for approximately thirty credit hours of class work, or an Associate of Science degree for approximately sixty credit hours of class work.

Student No. 3: Can they use these credits from job and career training courses to transfer to a four-year school?

Ralph: Only a few. With a Certificate of Achievement, hardly any. With an Associate of Science degree, some.

Student No. 4: I've heard that the Community Colleges give Certificates of Completion, Certificates of Achievement, Associate of Science degrees, and Associate of Arts degrees. Will you explain what those are?

Ralph: The Certificate of Completion is awarded to students who successfully complete certain job courses. Mostly they are for short-term or job upgrading.

The Certificate of Achievement is awarded after a student takes a more complete program of vocational-technical courses leading to an occupational skill.

The Associate of Science degree is awarded after two years of study in a program which combines general education in English, math, the sciences, and social sciences with vocational-technical preparation.

The Associate of Arts degree is equal to the completion of the first two years of a regular college program. It is awarded to those students who successfully complete two years of study in the liberal arts. The requirements for this degree are designed to satisfy the general education requirements of the University of Hawaii at Manoa. Although students in this program do not take vocational-technical courses as part of their degree requirement, they can take some courses if there is room in the classes.

Wyn: What about four-year colleges, Laurie? What four-year colleges are there in Hawaii, and what do they have to offer our students?

Laurie: There are two private four-year colleges in Hawaii: Hawaii Loa and Hawaii Pacific. I think four-year colleges have several things to offer. First, the faculty is primarily concerned with teaching undergraduates; they are less involved with projects and do not have to work with graduate student programs. Second, they generally have a good program of study in the liberal arts and in a special area--such as the business program at Hawaii Pacific College. Third, they have a smaller sized student body and there are lots of opportunities for participation in school activities.

Wyn: What are some advantages of doing undergraduate work at a university, Ed?

Ed: Faculty members generally do more research, and they share this in their teaching. Universities are better equipped to offer more fields for study and generally offer more courses in each field. They have larger libraries, and more laboratories with sophisticated equipment. And, there are opportunities to get to know the graduate faculty and sometimes even work for a professor on a research program. Universities provide a wider variety of extra-curricular activities, guest professors, visiting scholars who give talks, and guest artists who present concerts. They also are very dynamic places. Hawaii is fortunate to have four universities: Brigham Young University-Hawaii, Chaminade University, University of Hawaii at Hilo, and University of Hawaii at Manoa.

Laurie: I think we should point out that universities come in all sizes and shapes. BYU-Hawaii, Chaminade, and University of Hawaii at Hilo are much smaller than University of Hawaii at Manoa. This means they offer fewer fields of study than Manoa. Also, they have less research-oriented faculties, smaller facilities, and usually a more personal environment.

Ed: Right. And the same holds for four year colleges. Some, such as the Claremont Colleges in California (Pomona, Pitzer, Scripps, Claremont Men's, and Harvey Mudd), have faculties, curricula, and facilities that are better than those at some universities, while others such as Hawaii Loa and Hawaii Pacific have some of the same features as community colleges.

Student No. 5: Would any student be equally happy on each of your campuses?

Laurie: I don't think so. A few, maybe. But I think a university is less personal. Students have to be more independent, seek out help when they need it, sink or swim on their own. At a college things are a little more personal. Faculty members usually get to know their students as individuals and have a better personal relationship with them.

Student No. 6: Does a community college offer more support than a four-year college?

Ralph: I think it's a trade-off. A more research-oriented faculty, a wider variety of classes, and a larger library is considered by some as a fair trade for the larger classes and more impersonal environment found at a university. Some students prefer a smaller, more personal environment, and a curriculum of narrower scope.

This is a personal decision a student makes, and the decision is influenced by characteristics and preferences. And few students get everything they want no matter which type of school they choose. There are always some benefits and some drawbacks.

Laurie: Again I want to say that there are many differences within each type of school. Some colleges have research-oriented faculties. Some universities are more student-oriented. One really has to look at each school individually to see what it has to offer.

Ed: I think the important thing is that we have all three kinds of colleges so students can make a choice.

Wyn: What are the entrance requirements for the different schools?

Ralph: Each community college has its own entrance requirements. But all students must be at least eighteen years of age, or have graduated from high school.

Laurie: Each four-year college in Hawaii has its own entrance requirements, and a student should become aware of these requirements in the ninth grade so they can take the right courses and maintain an appropriate grade point average. Students should probably take three years of English, two years of math, two years of social studies, one year of a laboratory science, and several electives. Altogether, they should have a minimum of fifteen credits in these subjects, and a grade average of "C" or better. However, applicants are considered individually, and a student with a different academic background may be considered for admission.

Ed: The University of Hawaii at Manoa also requires students to complete a total of fifteen credits of high school work: at least three in English; one in algebra; six in such subjects as physical, biological, and social sciences; and math beyond first-year algebra. There also are special requirements for students wishing to enter fields such as science, engineering, and math. Students who have already focused their interests in some area and would like to go to the University of Hawaii at Manoa should check with their counselors to see if the program they are interested in has any special admissions requirements.

Wyn: What advice would you give students who are trying to make up their minds about what kind of school to attend?

Laurie: Students are encouraged to visit our campuses. Special days for campus visits can be arranged with the Admissions Office. Students may sit in on classes, have a tour of the campus, visit the libraries, labs, computer centers, athletic facilities, and really get to know us.

Ralph: We do the same.

Ed: We are always glad to have students visit us.

Wyn: College years should be happy and productive. Hawaii has much to offer, but so do mainland schools. The differences we have talked about today apply to mainland schools just as they do to schools in Hawaii. I hope our discussion has helped you to clarify important differences between community colleges, colleges, and universities, and that the information will help you make wise choices in the future.

27. HOW COLLEGES AND UNIVERSITIES CAN DIFFER

Overview

A case study is used as a basis for helping students learn to identify different characteristics of colleges and universities. They learn to differentiate between the characteristics in terms of educational and personal interests. The lesson is concluded as students participate in a discussion aimed at emphasizing the importance of priority-setting when making decisions.

Materials

A copy of "Case Study: Michael's Decision" with five data sheets attached

BACKGROUND

In an effort to attract students, colleges and universities sometimes present themselves as providing all things for all people.

Colleges and universities vary considerably in educational program offerings, level of expected academic work, and overall educational quality. They also vary in factors more directly related to personal preference such as size, location, kinds of extra-curricular activities, and type of social life available. Both kinds of variations are important. Students in grades nine and ten do not need a sophisticated knowledge of differences. But they do need to know that colleges cannot be all things to all people. They also should have a general understanding of the differences between educational and personal interests.

In the case study which opens this lesson, students learn that Michael cannot get some of the academic and extra-curricular programs he wants at several colleges and universities of his choice. This activity is intended to dispel the myth that colleges can be all things to all people.

ACTIVITIES

1. Give each student a copy of "Case Study: Michael's Decision." Point out that there are data sheets attached for four universities and one college which they will need to refer to as they complete the tasks you will assign them.

2. After students have read the case study, ask them to answer the following questions which you could read aloud or write on the chalkboard.

a. Which of the five schools do you believe best meet Michael's needs and interests? (only UCLA has all of the programs Michael wanted; UH has most of the programs, but no fencing as a competitive sport; the other three schools meet only a few of his interests).

b. What different characteristics of these five schools are identified on the data sheets Michael examined? List the characteristics. (answers included after next question).

c. Michael discovered that some of the characteristics seemed to relate to educational interests (degrees, qualifications of faculty, etc.) while others related more to personal interests (size of school, kinds of extra-curricular activities, etc.). He then decided to put an "E" by those relating to educational interests, a "P" by those relating to personal interests. Do the same with the list you completed for the previous question.

(answers for b. and c.)

P 1. Size of student body
P 2. Location of school
E 3. Admission requirements
E 4. Educational preparation of faculty
E 5. Accreditation of programs
E 6. Degrees offered
E 7. Majors offered
E 8. SAT scores of freshmen class
E 9. Percent of freshmen who dropout for academic reasons
E 10. Percent of freshmen who graduate
P 11. Religious requirements
P 12. Athletic teams
P 13. Social organizations
P 14. Other student activities
P 15. Housing
P 16. Automobile policy
P 17. Environment
P 18. Calendar system
P 19. Financial

d. After Michael completed his work he again met with the counselor who agreed that of the five schools being considered, UCLA would probably best meet his needs and interests. The counselor also agreed with Michael that UH was a good second choice, and that La Verne and Pacific probably should not be considered. He did, however, encourage Michael to write to Lewis and Clark for more information. The counselor was impressed with the list of characteristics Michael prepared. He asked two questions which you should now answer.

(1) Were the characteristics Michael listed all of equal importance? (the characteristics were not equal in importance)

(2) When decisions involve both educational and personal interests, what do you think should have priority? (each student would likely place different values on each characteristic based upon their own needs and interests)

3. Conclude the lesson with a class discussion about the need to set priorities when making decisions. Point out that the counselor referred Michael to his review of the University of Hawaii. He asked Michael if fencing as a competitive sport was as important to him as studying in an excellent science/computer engineering program.

Michael said "no, the computer program was more important." The counselor then asked, "what if a school had a good fencing team and a mediocre computer program? Which school would you prefer, the one with the good computer program and no fencing team, or the one with the mediocre computer program and the fencing team?" Michael began to catch on. He needed to have priorities, and those priorities could guide him in making a decision. If a good education in computers was most important, he would choose the school with the better computer program, whether it had fencing or not. If participation in fencing was as important to him as a computer program, he would either have to find a school that has both, or be prepared to accept a mediocre education in order to also participate in fencing. He told the counselor he needed to do more thinking about his priorities and make another appointment when he had his priorities clearly defined.

CASE STUDY: MICHAEL'S DECISION

Michael was an active student in high school. He played basketball, was a member of the marching band, served as vice-president of his sophomore class, participated on the social committee, and did well in all his classes.

At home he enjoyed building computers, and he and his uncle practiced fencing. Michael was interested in the Air Force ROTC and thought he might want to work later as a computer specialist for the Air Force.

During his junior year in high school, Michael began to think about some colleges and universities he knew about and wondered whether they would be good schools for him. He made a list of these schools. It included Lewis and Clark College, Pacific University, University of California at Los Angeles (UCLA), University of La Verne, and the University of Hawaii at Manoa.

He jotted down his qualifications for college: a B grade point average, rank in the top 20% of his class, college admission test scores in the low 500's. He also made a list of programs he wanted his college or university to have. He listed them in order of importance: a major in computers, Air Force ROTC, fencing as a competitive sport, marching band. Then he made an appointment with his school counselor. The counselor gave Michael the data sheets (attached) and asked him to look them over carefully before they met again. He told Michael that he should be able to determine from these sheets which of the schools on his list would meet all of his interests.

Los Angeles, California 90024
Telephone: 213 825-3101
Chancellor: Charles E. Young
Director, Undergraduate Admissions: Rae Lee Siporin
Public university established 1868; at Los Angeles in 1919.
14% of students from out of state.

California (Los Angeles)

University of California, Los Angeles

10,978 Men
11,026 Women
Total enrollment (grad. and undergrad.): 34,031

ADMISSIONS

Requirements
15 units required, including the following:

English	4
Mathematics	2
One Foreign Language	2
Laboratory Science	1
History	1
Advanced Course	1 or 2

Advanced course may be second-year algebra, solid geometry, or trigonometry; additional unit in same foreign language or 2 units in another; one unit in either physics or chemistry in addition to other science unit offered. Mathematics should include 1 algebra, 1 plane geometry. History unit may be 1 U.S. history or ½ U.S. history and ½ civics or American government.
Admissions Office may waive minor deficiencies when there is evidence of unusual academic record or recommendation. Admission requirements uniform on all campuses of University of California: admission to the University entitles the student to attend campus of choice. For admission on secondary school record, at least B (3.1) average is required of California residents; an average of 3.4 for out-of-state applicants. A secondary school graduate who presents unacceptable secondary school record, or a graduate of an unaccredited secondary school, may be admitted by examination, in which case the following are required: SAT and three Achievement Tests: English Composition and one from each of (1) social science and foreign languages; (2) mathematics (level I or II). California resident's SAT total score must be at least 1100; ACH scores must total at least 1650, and the score on any one ACH must not be less than 500. For an out-of-state applicant, the total ACH score must be at least 1730 and the score on any one ACH must not be less than 500.
Interview not required; no off-campus interviews.
Application fee $20, not refundable.

Basis for Candidate Selection
Academic: Secondary school record or CEEB scores

Admission Procedure
Normal sequence:
Applications accepted from November 1 until quota met.
University does not subscribe to Candidates Reply Date Agreement.

University does not have *Early Decision* Program.

University has *Early Entrance* Program.

University may waive requirements with credit for CEEB *Advanced Placement* test scores of 3 and above.

Only Intercampus transfers admitted to winter quarter.

Experience
74% of 9,352 applicants admitted to class entering in fall 1980.
Of those admitted, 66% matriculated.
Size of freshman class: 4,575 (76% from public schools).

CEEB SAT scores of freshmen (fall 1979):

	Verbal %	Math %
700-800	2	7
600-699	13	28
500-599	33	37
400-499	34	21
300-399	14	6
200-299	4	1
	100	100

41% of full-time undergraduates are over 21.

FINANCIAL

Expenses
Tuition (1981-82): $1,452 per year for California residents; $3,639 for out-of-state students
Room and board: $2,500 to $3,000

Financial Aid
Scholarships and grants:
Range from $100 to $4,400 per year.
Scholarships totaling $875,000 awarded to 10% of undergraduate aid applicants (1979-80).
11% of gift aid granted on no-need basis.
Application deadline is February 1.
BEOG, SEOG.
Loans:
Range from $200 to $2,500 per year.
Loans totaling $6,000,000 granted to 25% of applicants (1979-80).
Priority application deadline is February 1.
NDSL, FISL, Nursing Student loans.
Student employment:
32% work to earn part of expenses.
Maximum amount student may expect to earn during school year: $1,859.
Outside work not recommended for new students during first quarter.
College Work-Study Program.
Cooperative dormitories.
University rates part-time employment opportunities "excellent".

ACADEMIC

Accredited by WASC; professionally by Accreditation Board for Engineering and Technology, American Assembly of Collegiate Schools of Business, Council on Social Work Education, Liaison Committee on Medical Education, National Council for Accreditation of Teacher Education, National League for Nursing.

Faculty
Instructional Staff (1980-81): 2,500
Doctors 90%
Student-faculty ratio: 17 to 1.

Used by permission of Orchard House, Inc.

Curriculum

Degrees offered: B.A., B.S.

Majors offered:

College of Fine Arts

Dance, Design, Ethnic Arts (Interdisciplinary), History of Art, Music (Composition/Theory, Education, Ethnomusicology, History/Literature, Opera, Performance, Systematic Musicology), Painting/Sculpture/Graphic Arts, Television/Motion Pictures, Theatre.

College of Letters and Science

African Languages, Afro-American Studies, Ancient Near Eastern Civilizations, Anthropology, Arabic, Astronomy, Atmospheric Sciences, Biochemistry, Biology, Business Economics (for business teachers), Chemistry, Chinese, Classics, Communications Studies, Cybernetics, East Asian Studies, Economics, Economics Systems Science, English, English-Greek, English-Latin, Ethnic Arts, French, French/Linguistics, Geography, Geography/Ecosystems, Geology (Engineering Geology, Geochemistry, Geology, Nonrenewable Natural Resources, Paleobiology), Geophysics (Applied, Space Physics), German, Greek, Hebrew, History, Italian (special fields), Japanese, Jewish Studies, Kinesiology, Latin, Latin-American Studies, Linguistics (English, French, Italian, Oriental Languages, Philosophy, Psychology, Spanish options), Mathematics (Applied Science, Computer Science, Systems Science), Microbiology, Near Eastern Studies, Philosophy, Physics, Political Science, Portuguese, Psychobiology, Psychology (Quantitative), Religion, Scandinavian Languages, Slavic Languages, Sociology, Spanish, Undeclared.

School of Engineering and Applied Science

Aerospace Engineering, Bioengineering, Chemical Engineering, Civil Engineering, Communication Systems Engineering, Computer Engineering, Electrical and Electronics Engineering, Engineering Systems, Materials Engineering (Ceramics, Materials Science/Engineering, Metallurgy), Mechanical Engineering (Applied Mechanics, General, Manufacturing, Mechanical Systems, Thermal Systems), Nuclear Engineering, Systems Science Engineering, Unified Engineering.

School of Nursing

School of Public Health

Special programs in African studies and international relations. Honors programs. Phi Beta Kappa. Pass/fail option. Undergraduates may take graduate courses. 2-2 programs for preparation for professional colleges and schools of the University in Los Angeles, Berkeley, and San Francisco in criminology, dental hygiene, nursing, optometry, pharmacy, physical therapy, public health; other pre-professional programs in architecture, dentistry, journalism, medicine. Study abroad.

Libraries: 4,234,835 volumes. AFROTC, NROTC, ROTC.

Academic Experience

10% of freshmen drop out for academic reasons. 55% of freshmen eventually graduate.

Guidance Facilities/Student Services

Subject A English Composition examination required for placement purposes for freshmen. Counseling center provides counseling psychologists for academic, vocational, and personal problems. Study habits seminar. Reading lab. Vocational rehabilitation service. Placement service. Health services. Ombudsman. Creative problem solving program.

Physical Education

No requirements.

Religious and Convocation Requirements

None.

EXTRACURRICULAR ACTIVITIES

Athletics

Intercollegiate baseball, basketball, crew, cross-country, fencing, football, gymnastics, riflery, rugby, soccer, swimming, tennis, track and field, water polo, wrestling for men; badminton, basketball, crew, cross-country, golf, gymnastics, softball, swimming and diving, tennis, track and field, volleyball for women.

Intramural programs in thirty sports.

AIAW, Pacific-10.

Social Organizations

27 fraternities and 17 sororities.

14% of men, 23% of women join.

Other Student Activities

Associated Students. Daily newspaper, yearbook. Concert and marching bands. Forensic society. Workshops in theatre, motion pictures, television, and radio under the Department of Theatre Arts. Religious organizations through off-campus denominational associations.

REGULATIONS

Housing

Students live in University residence halls, residential suites, in off-campus rooms or apartments, in privately owned and operated university-approved residences, or in any other available facilities.

Coed dormitories. Married-student apartments.

13% of undergraduates live on campus.

GENERAL

Environment

Campus of 411 acres in Westwood within the corporate limits of Los Angeles (population: 3,000,000). Served by city bus lines from Los Angeles business district and from Santa Monica. Los Angeles served by air, bus, and rail.

Calendar

Quarter system with classes beginning September 28, 1981 and January 11 and April 5, 1982.

Two summer sessions of six weeks each.

Hawaii (Manoa)

University of Hawaii at Manoa

9,789 Men
10,530 Women

Honolulu, Hawaii 96822
Telephone: 808 948-8111
President: Fujio Matsuda, Sc.D.
Director of Admissions: Donald R. Fukuda
Public university established 1907.
17% of students from out of state.

ADMISSIONS

Requirements

15 secondary school units required:

English	3
Algebra	1*
Academic electives	6**
Electives	5

*Engineering students should offer 4 algebra.

**English, mathematics, sciences, foreign languages recommended.

Physical education or ROTC credited by secondary school may not be counted as electives.

Trio Project for disadvantaged students.

Admissions standards generally higher for non-Hawaii residents.

SAT or ACT required.

Interview not required.

Application fee $10, not refundable, required of nonresidents.

Basis for Candidate Selection

Academic:	Secondary school record Test scores Class rank (upper 40% of graduating class) School's recommendation
Other:	Geographical distribution and program preferences considered within quota.

Admission Procedure

Normal sequence:

Take SAT or ACT by December of 12th year.

Application deadline is May 1 or before enrollment quota is met.

Notification of admission on rolling basis, beginning in early March.

University does not subscribe to Candidates Reply Date Agreement.

Candidate must accept offer before appointed date by submitting nonrefundable, partial advance tuition payment.

University has *Early Admission* Program for qualified local secondary school seniors.

University may grant placement for CEEB *Advanced Placement* test scores of 3, 4, and 5, depending on the subject. University evaluates CLEP results for degree credit.

Freshmen and transfer students admitted to both semesters.

Application deadline is November 1 or before enrollment quota is met.

Composition of student body (1980-81):

Asian American	73.1%
Black	0.4%
Hispanic	1.3%
Native American	0.1%
White	20.4%

FINANCIAL

Expenses

Tuition (1981-82): $450 per year for Hawaii residents; $1,125 for out-of-state students

Room: $652 to $1,228

Board: $652 to $946

Fees total $30.

Financial Aid

University participates in CEEB College Scholarship Service.

Scholarships:

Awarded primarily to residents on basis of financial need and academic promise.

BEOG, SEOG.

Loans:

Awarded primarily to residents on basis of financial need.

NDSL, LEEP, nursing student, medical loans.

Student employment:

Priority given to students with greatest need.

College Work-Study Program, University's campus employment program.

ACADEMIC

Accredited by WASC.

Faculty

Instructional Staff (1980-81): 1,595

Curriculum

Degrees offered: B.A., B.S., B.Arch., B.B.A., B.Ed., B.F.A., B.Mus., B.S.W.

Majors offered:

- Accounting
- Agricultural/Resource Economics
- Agronomy-Soil Science
- American Studies
- Animal Science
- Animal Technology
- Anthropology
- Architecture
- Art
- Asian Studies
- Biology
- Botany
- Business Economics, Quantitative Methods
- Chemistry
- Chinese
- Classics
- Communications
- Computer Science
- Dance Ethnology
- Dance Theatre
- Drama and Theatre
- Economics
- Education
  - Elementary
  - Recreation
  - Secondary
- Engineering
  - Civil
  - Electrical
  - General
  - Mechanical
- English
- Entomology
- Fashion Design/Merchandising
- Finance
- Food Science/Human Nutrition
- French
- General Agriculture
- General Business
- Geography
- Geology
- Geology/Geophysics
- German

- Greek
- Hawaiian
- Hawaiian Studies
- History
- Home Economics
- Horticultural Science
- Horticultural Technology
- Human Development
- International Business
- Japanese
- Journalism
- Latin
- Liberal Studies
- Management
- Management Information Systems
- Marketing
- Mathematics
- Mechanized Agricultural Production
- Medical Technology
- Meteorology
- Microbiology
- Music
- Nursing
  - Dental Hygiene
- Personnel and Industrial Relations
- Philosophy
- Physics
- Political Science
- Psychology
- Real Estate
- Religion
- Russian
- Social Work
- Sociology
- Spanish
- Speech
- Speech Pathology and Audiology
- Travel Industry Management
- Zoology

University includes Colleges of Arts and Sciences, Business Administration, Education, Engineering, Health Sciences and Social Welfare, Tropical Agriculture and Human Resources, Continuing Education/Community Service: School of Architecture. The School of Travel Industry Management is part of the College of Business Administration. Schools of Medicine, Nursing, Public Health, and Social Work are part of the College of Health Sciences and Social Welfare. Courses in ethnic studies, women's studies. Course credit for satisfactorily passing an examination prepared by faculty members of the department. Qualified students may take courses on credit/no credit option on limited basis. Directed independent reading and research available in many departments. Phi Beta Kappa. Two-year programs in dental hygiene, nursing. Computing Center. Hawaii Institute of Marine Biology. Institute for Astronomy. Hawaii Institute of Geophysics. Urban and Regional Planning Program. Pacific Biomedical Research Center. Population Genetics Laboratory. Environmental Center. Water Resources Research Center. Cancer Research Center; numerous other research and science centers. Language laboratory.

Library of 1,750,000 volumes. AFROTC, ROTC.

Academic Experience

Most popular majors among 1980 graduates were art and psychology.

Guidance Facilities/Student Services

Faculty advisers. Center for Student Development; psychiatrists, psychologists, psychiatric social workers, psychometrists. Tutoring service. Handicapped student services. Health service. Speech and Hearing Clinic. University Placement and Career Planning Office.

Physical Education

No requirements.

Religious and Convocation Requirements

None.

EXTRACURRICULAR ACTIVITIES

Athletics

Intercollegiate baseball, basketball, football, and on limited basis in diving, golf, sailing, swimming, tennis, track and field, and volleyball for men; basketball, cross-country, diving, golf, swimming, tennis, track and field, volleyball for women.

Intramural baseball, basketball, bowling, football; golf, gymnastics, swimming, tennis, track and field, volleyball.

Social Organizations

Fraternities and sororities.

Other Student Activities

Student Government.

Newspaper, literary magazine, yearbook.

Debating tournaments. Drama productions. Concerts. Many departmental, honorary, and special interest groups.

REGULATIONS

Housing

On-campus facilities very limited; Hawaii residents receive priority. Student Housing Office provides some off-campus accommodations and maintains free service listing rooms and apartments.

No married-student housing.

28% of students live on campus.

GENERAL

Environment

Campus of 300 acres in Manoa Valley area of Honolulu (population: 762,000), on the island of Oahu, three miles from downtown section and two miles from Waikiki area.

Calendar

Semester system with classes beginning in September and January.

Freshman orientation in August.

Two summer sessions of six weeks each.

La Verne

University of La Verne

639 Men
571 Women

La Verne, California 91750
Telephone: 714 593-3511
President: Armen Sarafian, Ph.D.
Director of Admissions: Bill Green
Private university established 1891.
16% of students from out of state.

ADMISSIONS

Requirements

Requirements vary with each student depending on his or her goals. Emphasis given to academic record, test scores, personal recommendations, and applicant's personal statement. Any highly motivated student is encouraged to apply.

SAT or ACT required.

Interview not required; but helpful when possible.

Application fee $20, not refundable.

Basis for Candidate Selection

Academic:	See **Requirements** above
Other:	Character, personality, individuality, and extracurricular participation important. Three personal recommendations. Geographical distribution not relevant.

Admission Procedure

Normal sequence:

Take SAT or ACT.

Suggest filing application before March 1; applications will be considered as long as there are vacancies.

Notification of admission on rolling basis.

University subscribes to Candidates Reply Date Agreement.

Candidate must accept offer within reasonable time after notification or by May 1 and pay $100 deposit, not refundable except for illness or insufficient resources (including awards) necessary to meet an applicant's financial needs as calculated by CSS.

University has *Early Decision* Program.

University has *Early Entrance* Program.

University participates in CEEB *Advanced Placement* Program, and evaluates CLEP results for degree credit.

Transfer students admitted to both semesters.
29% of freshmen enter in spring.

Take SAT or ACT by January. Suggest filing application by December 1; no deadline. Notification of admission on rolling basis. Candidate accepting offer must pay $100 nonrefundable deposit.

Experience

62% of 989 applicants admitted to class entering in fall 1979.
Of those admitted, 45% matriculated.
Size of freshman class: 282 (95% from public schools).
Composition of student body (1980-81):

Asian American	1.8%
Black	7.6%
Hispanic	14.6%
Native American	0.4%
White	64.3%

FINANCIAL

Expenses

Tuition (1981-82): $4,500 per year
Room: $902 to $1,210
Board: $1,380
Fees total $192.

Financial Aid

University participates in CEEB College Scholarship Service.

Scholarships and grants:

Range from $200 to $2,000 per year.

230 freshmen had scholarships averaging $900 (1979-80).

12% of scholarship money granted on no-need basis.

Recommend filing application by March 15; file FAF and SFS with admission application.

Notification of awards on rolling basis.

BEOG, SEOG.

Loans:

Range from $200 to $2,500 per year.

Recommend filing application by March 15.

NDSL, FISL loans; deferred payment plan available.

Student employment:

75% work to earn part of expenses.

College Work-Study Program.

University rates part-time employment opportunities "good".

ACADEMIC

Accredited by WASC.

Faculty

Instructional Staff (1980-81): 75

Doctors	53%	Masters	45%
Bachelors	2%		

Student-faculty ratio: 15 to 1.

Curriculum

Degrees offered: B.A., B.S.

Majors offered:

Accounting
Armenian Studies
Art
Behavioral Science
Biology
Business Management
Chemistry
Child Development
Criminal Justice
Economics/Business Administration
English
Environmental Biology
Environmental Health Care
Environmental Management
Foreign Languages and Literature
  French
  German
  Spanish
Health Care Management
History
Human Development
Human Services
Industrial Science Technology
International Studies
Journalism
Mathematics
Music
Performing Arts
Philosophy
Physical Education/Health/Recreation
Physical Science Technology
Physics
Political Science
Psychology
Public Administration
Radio
Religion
Social Science
Sociology
Speech Pathology
Television
Vocational Education

Associate degree programs. Student-designed programs encouraged. Credit by written and/or oral examination. Students choose credit/no credit or A/B/C/ no credit grading system for each course. Required senior project. Undergraduate Record Examination required. Students encouraged to spend term or year away in foreign or off-campus study, work-study experience, or independent study. Pre-professional preparation in law, medicine, ministry, nursing, and social service. Teacher certification on elementary and secondary levels. Study abroad in German at Marburg, Germany; in French at Strasbourg, France; in Spanish at Bogota, Columbia. Semester at sea. Language laboratory.
Library of 105,000 volumes. No ROTC.

Academic Experience

21% of freshmen drop out for academic reasons. Average grade of freshmen after first year is 3.1 on a 4.0 scale. 60% of freshmen eventually graduate. 65% of graduates go directly on to further study. Most popular programs among recent graduates were business, science, and education.

Guidance Facilities/Student Services
Faculty advisers. Birth control/abortion, legal, military, psychiatric, and vocational counseling. One-to-one, group, and peer counseling. Study skills, reading development, speech improvement facilities. Day care center. Health service. Career placement office.

Physical Education
Two classes or certification required.

Religious and Convocation Requirements
None.

EXTRACURRICULAR ACTIVITIES

Athletics
Intercollegiate baseball, basketball, cross-country, football, golf, soccer, tennis, track, wrestling for men; badminton, basketball, cross-country, softball, tennis, track, volleyball for women.
Intramural competition in all of the above.
Member of AIAW, NAIA, SCIAC.

Other Student Activities
No social fraternities or sororities.
Student Council.
Weekly newspaper, literary magazine, yearbook. Choir, chamber singers, band, orchestra, chorus. Debating club. Drama club. Model United Nations. Athletic, departmental, religious, and special interest organizations.

REGULATIONS

Housing
Freshmen under 18 must live in dormitories or with relatives.
No married-student housing.
52% of students live on campus.

Automobiles
All students may have cars on campus.

Other
Alcoholic beverages prohibited. Regular and prompt class attendance expected.

GENERAL

Environment
Campus of 27 acres in suburban La Verne (population: 16,000), in San Gabriel Valley about 30 miles east of Los Angeles. Beach and mountains about 30-minute drive away.
Served by air, bus, and rail.

Calendar
4-1-4 system with classes beginning in September, January, and February.
Freshman orientation in September.
Three summer sessions of four weeks each.

Lewis and Clark
College
1800 Men and Women

Portland, Oregon 97219
Telephone: 503 244-6161
President: John R. Howard, L.H.D., LL.D.
Director of Admissions: Robert H. Loeb III
Private college established 1867.
62% of students from out of state.

ADMISSIONS

Requirements

No specific secondary school course requirements; recommend 4 English, 3 to 4 math, 3 social studies, 2 foreign language, 2 laboratory science.
SAT or ACT required.
Interview encouraged, when possible; off-campus interviews held in some areas.
Application fee $25, not refundable.

Basis for Candidate Selection

Academic:	Written evaluations from principal or counselor and two teachers in academic subjects Secondary school record Test scores
Other:	Character, personal qualities, and contributions to student and community life emphasized.

Admission Procedure

Normal sequence:

Take SAT or ACT preferably in October, November, December, or January of 12th year.

Visit college for interview, if desired.

Suggest filing application beginning October 1 of 12th year; deadline is March 1.

Applications for admission and for Overseas Study (see **Curriculum**) should be made concurrently.

Notification of admission by April 1.

College subscribes to Candidates Reply Date Agreement.

Candidate must accept offer by May 1 and pay $100 nonrefundable deposit ($50 if day student).

College accepts Common Application Form.

College has *Early Decision* Program.

Take SAT or ACT by November of 12th year. Application deadline is December 15. Notification of admission as files completed, beginning October 1 (financial aid included where applicable). Candidate must accept offer and pay deposit as above by February 1.

College has *Early Entrance* Program.

College may waive requirements with credit for CEEB *Advanced Placement* Program.

Transfer students admitted to any term.
2% of freshmen admitted in January and March.

Experience

73% of 1,537 applicants admitted to class entering in fall 1980.
Of those admitted, 40% matriculated.
Size of freshman class: 520 (70% from public schools).

CEEB SAT scores of freshmen (fall 1980):

	Verbal %	Math %
700-800	5	5
600-699	11	17
500-599	35	42
400-499	42	29
300-399	5	5
No score	2	2
	100	100

Composition of student body (1980-81):

Black	1%
Hispanic	2%
Native American	1%
White	83%
Other	13%

20% of full-time undergraduates are over 21.

FINANCIAL

Expenses

Tuition, fees, and insurance (1981-82): $5,653 per year
Room: $1,014
Board: $1,250

Financial Aid

College participates in CEEB College Scholarship Service.

Scholarships and grants:

Range from $100 to $6,800 per year.

Gift aid totaling $1,300,000 awarded to 35% of undergraduate aid applicants (1980-81).

208 freshmen had grants averaging $2,000.

1% of grant money awarded on no-need basis.

Application deadline is March 1.

Notification of awards by April 1.

Tuition reduction of 10% for each additional family member enrolled.

BEOG, SEOG.

Loans:

Range from $200 to $2,500 per year.

Loans totaling $250,000 granted to 30% of applicants (1980-81).

175 freshmen had loans averaging $900.

Application deadline is March 1.

NDSL loans.

Student employment:

50% of students work on campus to earn part of expenses.

Student may expect to earn up to $2,200 during school year.

College Work-Study Program.

Cooperative dormitories.

College rates part-time employment opportunities "good to excellent".

ACADEMIC

Accredited by NASC; professionally by National Association of Schools of Music, National Council for Accreditation of Teacher Education.

Faculty

Instructional Staff (1980-81): 139 (FTE)
Doctors 76%
Student-faculty ratio: 14 to 1.

Curriculum

Degrees offered: B.A., B.S., B.Mus.

Majors offered:

- Art
- Biology
- Business and Administrative Studies
- Chemistry
- Communications
- Economics
- Education
- English
- English and Foreign Literature
- Foreign Languages and Literatures
- French
- German
- Health and Physical Education
- History
- International Affairs
- Mathematics
- Music
- Natural Science
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology and Anthropology
- Spanish
- Theatre

20% of students have self-designed or double majors. General education requirements. Interdisciplinary natural science major primarily intended for students planning to teach or to enter medical or dental school. Independent study. Internships. Three-course, three-term system. Honors study. 3-1 programs in dentistry, law, and medicine may be arranged. 3-2 engineering programs with Columbia, Washington University. Teacher certification on elementary and secondary levels. Foreign study offered in six to eight different countries each year; students may go overseas in any year, including freshman. Twelve to fifteen percent of the student body goes abroad each year. Biology field studies. Washington Term. Theatre study in New York City. Computer center. Language laboratories. Library of over 190,000 volumes. No ROTC.

Academic Experience

5% of freshmen drop out for academic reasons. Average grade of freshmen after first year is 2.9 on a 4.0 scale. 50% of freshmen eventually graduate. 30% of graduates go directly on to further study. Most popular majors among 1980 graduates were business management, biology, and political science.

Guidance Facilities/Student Services

One faculty adviser for each group of twelve freshmen. Departmental advisers; student advisers. Dean of Students, Director of Residence Halls. Director of Guidance and Director of Activities are responsible for personal and social guidance. Placement Office. Writing Skills Center.

Physical Education

One term required.

Religious and Convocation Requirements

None.

EXTRACURRICULAR ACTIVITIES

Athletics

Intercollegiate baseball, basketball, cross-country, football, golf, soccer, swimming and diving, tennis, track and field for men; basketball, cross-country, soccer, softball, swimming and diving, tennis, track and field, volleyball for women.

Intramural programs for men and women.

Club sports in crew, fencing, lacrosse, sailing, skiing, squash, water polo.

22% of students participate in intercollegiate sports; 30% in intramurals.

Member of Pacific Northwest Intercollegiate Athletic Conference and AIAW.

Social Organizations

One local and two national fraternities; members live in college housing.

Other Student Activities

Student Senate coordinates activities of all student organizations. Interdormitory council.

Weekly newspaper, literary magazine.

40% of all students participate in one or more musical organizations: concert and all college choirs, jazz and wind ensembles, chamber and symphony orchestras. Intercollegiate debating, public forums, panel discussions, speech tournaments, Model U.N. Dramatic productions each year. Religious organizations. Honor societies. Ski and Athletic Clubs. Closed-circuit radio station.

REGULATIONS

Housing

Freshmen under 21 not living at home must live in residence halls, board in dining halls.

65% of students live on campus in coed or single-sex dormitories.

Automobiles

Resident freshmen may not have cars.

All automobiles must be registered and parked in designated areas.

42% of students have motor vehicles.

GENERAL

Environment

Campus originally developed from private estate of 110 acres, just inside southern city limits of Portland (population: 384,000), six miles from city center. Served by air, bus, and rail.

Calendar

Three-term system with classes beginning in September, January, and March.

Freshman orientation in September.

Two summer sessions of four and one-half weeks each.

Pacific (Oregon)
University

677 Men
344 Women

Forest Grove, Oregon 97116
Telephone: 503 357-6151
President: James V Miller, Ph.D.
Director of Admissions: Paul B. Ranslow
Private university established 1849.
65% of students from out of state.

ADMISSIONS

Requirements

18 secondary school units recommended:

English	4
Mathematics	2*
Foreign Language	2
Science	2* (1 laboratory)
Social Studies	3
Electives	5

*Students applying to pre-optometry and pre-physical therapy programs should have 3 to 4 years of science and 3 to 4 years of mathematics.

SAT or ACT required.
Admission may be deferred.
Interview recommended; off-campus interviews held.
Application fee $15, not refundable.

Basis for Candidate Selection

Academic:	Secondary school record Class rank School's recommendation SAT or ACT scores
Other:	Character and personality, extracurricular participation, and alumni relationship considered. Geographical distribution not relevant.

Admission Procedure

Normal sequence:

Suggest filing application February 1; deadline is August 1.

Notification of admission on rolling basis.

University subscribes to Candidates Reply Date Agreement.

Candidate must accept offer by May 1 (or within two weeks if notified after May 1) and pay $100 tuition deposit, refundable until May 1.

University has informal early decision program under rolling admission system.

University has *Early Entrance* Program.

University may waive requirements with credit for CEEB *Advanced Placement* test scores of 3, 4, and 5. University evaluates CLEP results for placement with degree credit.

Transfer students admitted to all terms; C average required. Full credit for all arts and science courses with grade of C or better.

8% of freshmen enter in winter.

Application deadline is one month before beginning of term.

Experience

80% of 800 applicants admitted to class entering in fall 1979
Of those admitted, 40% matriculated.
Size of freshman class: 256 (88% from public schools).
Secondary school class rank of freshmen (fall 1979):

Top tenth	13%
Second tenth	52
Next 30%	30
Bottom half	5
	100%

Composition of student body (1980-81):

Asian	14.5%
Black	4.3%
Hispanic	1.5%
Native American	2.4%
White	76.5%

FINANCIAL

Expenses

Tuition (1981-82): $5,000 per year
Room: $850
Board: $1,300

Financial Aid

University participates in CEEB College Scholarship Service.
Aid totaling $2,000,000 granted to 70% of students (1979-80).
FAF required. Preferred application deadline is March 1.
Pacific University Grants:

Range from $100 to $2,200 per year.

Grants totaling $430,000 awarded to 76% of undergraduate applicants (1979-80).

125 freshmen had grants averaging $1,088.

No no-need grants.

Notification of awards begins February 1 for new students.

BEOG, SEOG.

Loans:

Range from $200 to $2,500 per year.

Loans totaling $1,400,000 granted to 79% of applicants (1979-80).

125 freshmen had loans averaging $1,500.

NDSL, FISL, GSL loans.

Student employment:

70% work to earn part of expenses.

Maximum amount student may expect to earn during school year: $1,500; average: $870.

College Work-Study Program.

ACADEMIC

Accredited by NASC; professionally by National Association of Schools of Music.

Faculty

Instructional Staff (1980-81):

Doctors	43	Masters	32
Other	12		

Student-faculty ratio: 12 to 1.

Curriculum

Degrees offered: B.A., B.S., B.M.E.

Majors offered:

College of Arts and Sciences

- Applied Science
- Biology
- Business and Economics
- Chemistry
- Communications
- Elementary Education
- English
- Environmental Science
- Fine Arts (Art, Theatre)
- French
- General Science
- German
- History
- Humanities
- Legal and Governmental Services
- Mathematics
- Medical Technology
- Music
- Optics
- Philosophy
- Physical Education
- Physical Education and Health
- Physical Therapy
- Physics
- Political Science
- Psychology
- Recreation
- Religion
- Science
- Social Studies
- Social Work
- Sociology
- Spanish
- Speech
- Speech Pathology
- Studio Arts
- Theatre Arts
- Therapeutic Recreation
- Visual Science

School of Music

- Music
- Music Education
- Performance

Coordinated studies in arts and sciences for students who are undecided about a major or not seeking a career orientation. Much of junior or senior year may be devoted to internship. Individual research. Pre-professional training in dentistry, engineering, law, medical technology, medicine, nursing, optometry, pharmacy, physical therapy, veterinary science. Study abroad.

Library of 122,000 volumes. No ROTC.

Academic Experience

9% of freshmen drop out for academic reasons. Average grade of freshmen after first year is 2.8 on a 4.0 scale. 25% of freshmen eventually graduate. Most popular majors among recent graduates were visual science, business and economics, physical therapy, and psychology.

Guidance Facilities/Student Services

Testing service. Guidance counselors, faculty advisers. Psychiatrist, psychologist. Chaplain. Health service. Placement office. Tutoring.

Physical Education

No requirements.

Religious and Convocation Requirements

None.

EXTRACURRICULAR ACTIVITIES

Athletics

Intercollegiate baseball, basketball, bowling, cross-country, football, golf, soccer, swimming, tennis, track, wrestling for men; basketball, bowling, cross-country, soccer, softball, swimming, tennis, track, volleyball for women.

Extensive intramural program.

Member of Northwest Conference, Women's Conference of Independent Colleges.

Social Organizations

One local fraternity, two local sororities; none with chapter houses.

Other Student Activities

Student government.

Weekly newspaper, literary magazine, yearbook.

Choir, chamber choir, stage band, community orchestra, ensembles. Forensics team, Reader's Theatre. Dramatic groups.

REGULATIONS

Housing

Freshmen and sophomores under 21 must live at home or on campus.

Married-student housing.

40% of students live on campus.

Automobiles

No restrictions.

Other

Individual instructors set class attendance regulations.

GENERAL

Environment

Campus in Forest Grove (population: 10,000), 25 miles from Portland.

Bus service in Forest Grove; air and rail service in Portland.

Calendar

7 week-7 week-3 week-7 week-7 week system with classes beginning in September.

Freshman orientation begins four days before fall classes.

Three summer sessions of three weeks each.

28. COMMUNITY COLLEGES IN HAWAII

Overview

Students learn to identify by name and location the seven community colleges in Hawaii. They build an understanding of the special features common to all seven colleges, and the procedures and requirements for admission. A data chart of certificate and associate degree programs and courses is provided which students learn to read and interpret. The lesson is concluded as students write a brief essay on the benefits they believe community colleges provide for Hawaii's people.

Materials

A copy of "Certificate/Associate Degree Programs at Community Colleges in Hawaii" for each student

ACTIVITIES

1 Initiate a discussion to learn what information students know about community colleges in Hawaii. You might ask if they can name the colleges, give their location (city or community and island), who may enroll, kinds of programs offered, etc. Share the following information with students when you believe it is appropriate. You may want to copy the information on the chalkboard so interested students can make their own copies.

Honolulu Community College (Honolulu, Oahu)
Kapiolani Community College (Honolulu, Oahu)
Kauai Community College (Lihue, Kauai)
Leeward Community College (Pearl City, Oahu)
Maui Community College (Kahului, Maui)
Windward Community College (Kaneohe, Oahu)
Hawaii Community College (Hilo, Hawaii)

Special features of all seven colleges:

Open door admission policy
Low cost
Financial aid
Skill building courses
Student services
Day and night classes
Career counseling
Liberal Arts transfer program
Associate of Arts, Associate of Science degrees
Certificates

2. Discuss with students the qualifications for admission and the application process for community colleges. Include the following in the discussion:

   a. Point out that any student who is a high school graduate or who is eighteen years of age or older may attend a community college. There are no other requirements.

   b. Each student must complete and submit an application. A high school transcript must be submitted to give evidence of attendance and/or graduation.

   c. When the application is submitted can be important. Popular programs are filled early. Students should submit applications early, for example, the beginning of December for admission the following Fall. If programs are filled, students can either choose a different program or take general courses until there is an opening in the program of their choice. Each campus sets its own application cut off date.

   d. Some community colleges have an early admission program for high school students who wish to take courses while attending high school. Students must apply individually and submit an application, transcript, and letter of recommendation from their high school. Specific information should be obtained from the admissions office of the community college.

   e. Point out how the community colleges make it possible for anyone in Hawaii, rich or poor, academically successful in high school or a drop-out, young or old, to have an opportunity to further their education, either through career training or a regular college program.

   f. Explain that the Liberal Arts program in a community college is equivalent to the first two years of a regular four-year college or university program, and that the credits earned may be transferred to the UH Manoa campus or other four-year schools.

3. Give each student a copy of "Certificate/Associate Degree Programs at Community Colleges in Hawaii." Help students learn to read the data by first asking them to name the different programs offered by the community colleges (Agriculture, Business, Computer Services, Education and Recreation, Food Services, Health Professions, Liberal Arts and Sciences, Public Services, Technology). Use the questions that follow, and others, to help students learn to read and understand the data.

   a. Do all seven community colleges offer a Liberal Arts and Sciences program? (yes)

   b. Which of the seven community colleges offer a Business program? (all seven)

   c. On which islands do community colleges offer agriculture programs? (Maui, Oahu, Hawaii)

d. Which community colleges offer data processing courses? (Kapiolani, Hawaii)

e. Which of the seven community colleges offers courses in graphic arts? (Leeward)

f. At which community college are welding and sheet metal courses offered? (Hawaii)

g. Which community college offers courses in general agriculture, criminal justice, electronics technology, data processing, and machine shop technology? (Hawaii)

4. Ask students to write a one-page essay on the benefits they believe community colleges provide for high school graduates and all of Hawaii's people.

ADDITIONAL ACTIVITIES

1. Invite representatives (or students) from the community colleges to speak to the class about the programs their schools offer.
2. Arrange for a tour of your local community college.
3. Invite a recent graduate of your school who is attending a community college to speak to the class.

CERTIFICATE/ASSOCIATE DEGREE PROGRAMS AT COMMUNITY COLLEGES IN HAWAII

Programs	Honolulu Community College	Kapiolani Community College	Kauai Community College	Leeward Community College	Maui Community College	Windward Community College	Hawaii Community College
Agriculture							
General Agriculture					x	x	x
Business							
Accounting		x	x	x	x	x	x
Clerical	x	x	x	x			x
Finance						x	
General Office Training					x		
Hotel Operations		x			x		
Management				x			
Merchandising		x	x		x		x
Secretarial Science	x	x	x	x	x	x	x
Stenography	x	x	x	x		x	
Computer Services							
Data Processing		x					x
Information and Computer Science				x			
Education and Recreation							
Industrial Education	x						
Recreation Instructor				x			
Food Services							
Commercial Baking	x						
Food Service		x		x	x		x
Culinary Arts		x					
Dining Room		x					
Health Professions							
Dental Assisting		x					
Medical Assisting		x					
Medical Lab Technician		x					
Nurses' Aide		x					
Nursing, Practical (1-yr)		x	x		x		x
Nursing (2-yr)			x		x		x
Occupational Therapy Assistant		x					
Radiological Technology		x					
Respiratory Therapy		x					
Respiratory Therapy Technician		x					
Liberal Arts and Sciences							
Liberal Arts (2-yr)	x	x	x	x	x	x	x

Programs	Honolulu Community College	Kapiolani Community College	Kauai Community College	Leeward Community College	Maui Community College	Windward Community College	Hawaii Community College
Public Services							
Criminal Justice							x
Fire Science	x		x				x
Human Services	x			x	x		
Interpreting for the Deaf	x						
Legal Assistant		x					
Library Technology				x			
Occupational Safety and Health	x						
Police Science	x		x		x		
Technology							
Apparel Design and Construction					x		x
Applied Trades	x						
Architectural Drafting Technology	x						
Auto Body Repair and Painting	x		x		x		x
Automotive Mechanics Technology	x		x	x	x	x	x
Aviation Maintenance Technology	x						
Building Maintenance					x		
Carpentry Technology	x		x		x		x
Commercial Art	x						
Construction Technology			x				
Cosmetology	x						
Diesel Mechanics							x
Drafting Technology				x	x		
Drafting and Engineering Aide							x
Electricity							x
Electrical Installation and Maintenance Technology	x						
Electronics Technology	x						x
Engineering Technology	x						
Fashion Design and Merchandising	x						
Graphic Arts				x			
Heavy Equipment Maintenance and Repair	x						
Machine Shop Technology	x						x
Marine Pipefitting	x						
Marine Technology				x			
Refrigeration and Air Conditioning Technology	x						
Sheet Metal and Plastics Technology	x						
Welding and Sheet Metal							x
Welding Technology	x				x		

29. EDUCATIONAL OPPORTUNITIES IN THE MILITARY

Overview

Students learn about educational programs offered by the military and consider the benefits they offer. Through case studies, students are introduced to four students who have different educational goals. The class is organized into groups and each group is assigned one case study. Working in groups, students verify whether the military can meet the educational goals of the student in the case study. They read a government document to identify and describe relevant education programs, the financial assistance provided, and the years of service required in return for educational aid. Students share their conclusions, then have their findings summarized in a class discussion. Students then explore ways they might personally benefit from educational programs offered by the military.

Materials

One copy of "Educational Opportunities" for each student
At least three copies of "Educational Programs" for each group (additional copies may be obtained from any military recruiting office)

BACKGROUND

Few students are aware of the many educational opportunities offered by the military. This lesson introduces twenty-four programs which can be used before, during, or after a person enters the service. These offer a range of training and educational opportunities to the interested student.

"Educational Programs" may not be easy to read for some students. However, it is typical of the material available in recruitment offices, and students should have the opportunity during their school years to read government documents of this type.

After students have completed the "Educational Opportunities" activity and shared their findings, it is important that you summarize their findings and review the types of programs the military does provide. An answer sheet is included for this purpose.

ACTIVITIES

1. Ask a student to copy the following case studies on the chalkboard.

   Case #1

   DAYTON is eighteen years old. When he was sixteen, he dropped out of high school and took a job as a busboy in a local restaurant. He soon realized that unskilled jobs were a dead end and that he needed skills to get ahead. He was told that the Air Force could provide training in aircraft maintenance--a field he was interested in--and help him finish high school and complete a two-year Associate of Science degree in aircraft maintenance.

   Case #2

   LANI is sixteen years old and a junior in high school. She is an excellent student, a good athlete and leader. She would like to have a degree in engineering, a career as a military officer, and the opportunity for graduate work in engineering.

   Case #3

   TOMAS is seventeen years old and a senior in high school. He has been an average student. He wanted to go to the Navy service academy but did not meet the educational requirements. He is intelligent, but made little effort in school to get good grades. Now he wants to try to get into Annapolis. If this is not possible, he would like to explore other ways to become a naval officer and receive a four-year college education.

   Case #4

   LARRY is seventeen years old and not interested in a college degree. He wants to have a twenty-year career in the military, train to be an electronics technician, and take courses to keep up-to-date in his field. He knows the military can train him to become an electronics technician, but he wonders whether the military can help him keep up-to-date in his field so that when he leaves the service he will have the knowledge and skills required by private industry.

2. Organize the class into four groups. Give each student a copy of "Educational Opportunities" and each group at least three copies of "Educational Programs." Read each case study aloud to the class. Explain that Dayton, Lani, Tomas, and Larry visited a military recruiting office and were told they could fulfill their educational goals through the military. Tell students it will be their task to verify whether this is true.

3. Review the directions on the "Educational Opportunities" sheet. Point out that the "Educational Programs" document contains the information they will need to answer the four questions. Explain the format of the document in a short discussion. Include the following points:

    a. The first column identifies the name of the educational program, for example, "Defense Activity for Non-Traditional Education Support (DANTES)."

    b. The second column describes the requirements for eligibility. For example, to participate in DANTES you need to be on active duty or serving as a reservist ordered to active duty.

    c. The third column describes the type of financial assistance offered. For example, the assistance provided in DANTES varies according to test results and program chosen.

    d. The fourth column describes the program of study. For example, the DANTES program includes a variety of examinations and independent study programs.

    e. The fifth column tells you how long a person must serve.

    f. The sixth column identifies sources of information about a program. For example, information about DANTES is available through the director of any military base education center.

4. Assign each group one of the case studies. Have the groups complete the "Educational Opportunities" form: encourage them to discuss the information before writing.

5. When the groups have completed the activity, ask one student from each group to copy the information on the chalkboard for others to evaluate. Have each group review their findings for the class, pointing out how the military could help the student in question fulfill his or her educational goals. Invite the class to make any additions. Use the answer sheet provided at the end of the lesson to point out data students may have overlooked.

6. Summarize the activity in a class discussion. Guide discussion to consider the following conclusions:

    a. The educational programs provided by the military can help a person obtain 1) a high school diploma, 2) technical training beyond high school, 3) a Bachelor's degree, 4) a professional degree in law or medicine, and 5) a Masters and/or Doctorate degree.

    b. Some programs require an agreement to serve in the military for a specified number of years after completing the educational program.

    c. Many programs are available *while* you serve. If you make use of these opportunities, you may be required to extend your period of service in return for your education.

   d. Some programs are available after you have fulfilled your military obligation. Veterans have specific educational benefits which have enabled many to complete college educations and/or receive professional degrees.

7. Conclude the activity by asking students to explore ways they might benefit personally from educational programs offered by the military. Have students complete an "Educational Opportunities" sheet for themselves, using the same format and procedure they followed previously.

ADDITIONAL ACTIVITIES

1. Invite a speaker from one of the University of Hawaii ROTC units to speak to students about the benefits of participation in ROTC programs.
2. Invite a military recruiter to speak to the class on educational opportunities offered by the military. Help students prepare in advance a list of questions to ask about specific programs in which they are interested.
3. Invite a career officer from a military base to speak to students about his or her career in the service.
4. Invite a military recruiter to talk about special opportunities for women who choose the military as a career.

RESOURCE

U.S. Department of Defense. Profile. October 1981, Vol. 25, No. 1.

ANSWER SHEET FOR EDUCATIONAL OPPORTUNITIES

Case #1: Dayton — Educational Goal: Complete High School and Get Associate of Science Degree

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
#22 Navy Campus High School Studies Program	Completion of high school during off-duty time	Military will pay full costs of instruction	No additional service obligation
OR			
#20 Enlisted Education Advancement Program	A two-year Associate of Arts or Science Degree earned in 24 months with full-time attendance at school	Full pay and allowances	There is a military obligation of six years from time of entering this program
AND			
#9 Community College of the Air Force	Combines Air Force training with education at community colleges. Educational credit is granted for both programs and leads to an Associate in Applied Science degree in more than 80 fields	None	None

Case #2: Lani — Educational Goal: College, Degree in Engineering, Graduate Work in her Field

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
#24 Service Academies (West Point, Annapolis, Air Force Academy)	A four-year college education leading to a Bachelor of Science degree.	The military will pay tuition, room and board, medical care and give each student $420.00 per month	Five years active duty as an officer, except for pilots who have a seven-year service obligation
OR			
#8, #12, #21 ROTC Scholarship Programs	A four-year college education at selected colleges and universities, leading to a bachelor's degree	The military will pay for tuition, fees, books, and give each student $100.00 a month for expenses	Four years of active duty as an officer. Navigators and pilots have five and six-year service obligations

Case #2 Lani (cont.)

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
#7, 10, 16 Air Force Graduate Education Program, Scholarships, Fellowships and Grants, Marine Corps Advanced Degree Program	Education beyond the bachelor's degree, leading to a masters degree, a professional degree in law or medicine, or a doctorate	#7-Full Pay, Allowances, Tuition & Fees #10-Full Pay & Allowances #16-Full Pay & Allowances, Students Pay Educational Expenses	#7-Three times the length of training with a maximum of 4 years for Masters & 5 years for Doctorate #10-Three times the length of training #16-Three years for 1 year or less of education. Four years for a 2nd year of education

Case #3 Tomas   Goal: Attend a Military Academy. Become Military Officer.

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
#17 BOOST Broadened Opportunity for Officer Selection & Training	15 months of instruction preparing to compete for entry to the Naval Academy or Naval ROTC	Full Pay & Allowances	Varies with program entered
OR			
#14 Marine Corps Enlisted Commissioning Education Program	Will provide up to four years of education leading to a bachelor's degree (baccalaureate)	Full Pay & Allowances. Student Pays Educational Expenses	Become a commissioned officer upon receiving bachelor's degree and

Case #3 Tomas (cont.)

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
			serve a minimum of four years in the military
AND			
#8, 12, 21 ROTC Scholarship Programs	A four-year college education leading to a bachelor's degree	The military will pay for tuition, fees, books, and give each student $100.00 a month for expenses	Four years of active duty as an officer. Navigators and pilots have five and six year service obligations
OR			
Service Academies (not listed among programs, included here so you might mention it to students)	A four-year college education leading to a Bachelor of Science degree	The military pays for tuition, room & board, medical care, plus $420.00 per month for personal expenses	Four years of active duty, except for pilots and navigators who serve six years

Case #4 Larry Goal: Keep up in Field; Especially with Industry

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
#11 The Army Continuing Education System	Academic, Vocational and Technical programs & services	Little or no cost	None

Case #4 Larry (cont.)

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation
OR			
#18 Navy Program for Afloat College Education	Studies at post-secondary level in academic and vocational-technical subjects	Full costs of instruction	None
OR			
#9 Community College of the Air Force	Combines Air Force training with education at Community Colleges, Educational credit is granted for both programs and leads to an Associate Degree	None	None
OR			
#20 Enlisted Education Advancement Program	Attend junior or community college for up to 24 months to earn Associate Degree	Full Pay and Allowances	There is a military obligation of 6 years from the time of entering this program

EDUCATIONAL OPPORTUNITIES

Directions: You should answer the following questions as you consider the assigned case study: 1) What specific program will help me meet my educational goals? 2) What kind of education or training will I be provided? 3) What kinds of financial assistance will I receive? 4) How many years will I have to serve in return for my education? Fill in the information in the appropriate columns.

Name of Student:

Educational Goal:

1. Program Number and Name	2. Description of Education Provided	3. Financial Assistance	4. Military Obligation

Educational programs

One of the more attractive benefits of military service is the opportunity for further education, both civilian and military.

Programs listed are designed to fulfill service requirements, increase general educational level of the service member and provide financial assistance in exchange for specific periods of active duty.

Eligibility and assistance are subject to change, based on federal legislation and funding, VA benefits may be used by eligible personnel at any time to take courses.

	Program	Eligibility	Assistance	Education & Location	Military Obligation	Further Information
1	**Defense Activity for Non-Traditional Education Support (DANTES)**	All active duty military or reservists ordered to active duty for at least 120 consecutive days.	Fees, if any, vary with the tests or programs undertaken.	Variety of examinations (CLEP, GED, ACT, SAT, etc.) and independent study programs at education centers.	None.	Director at any military base education center.
2	**Servicemembers' Opportunity College**	All active duty personnel.	Tuition assistance.	Integrates military training and experience with college which leads to an associate/baccalaureate degree.	None.	Education office at any military base.
3	**Tuition Assistance Programs**	All active duty military.	Pays up to 90% of tuition fees for off-duty study at accredited schools. Coast Guard pay up to $200 per semester.	Studies at the post secondary level.	Two years for commissioned officers; none for enlisted. Coast Guard, one year.	Education office at any military base.
4	**Air Force Airman Education and Commissioning Program (AECP)**	Air Force enlisted members with a minimum of 45 semester hours of transferable college credit with grade point average of 2.0; eligible for commissioning prior to age 35.	Tuition, fees and full pay and allowances.	Baccalaureate degree in scientific and technical disciplines at regionally accredited colleges/universities. Graduates attend Officer Training School for commissioning.	Reenlist or extend enlistment for six years prior to entering program. Upon commissioning, four years active duty for non-fliers.	Education office at any Air Force base.
5	**Air Force "BOOT STRAP" Temporary Duty (TDY)**	Varies by fields and length of study.	Full pay and allowances; no perdiem, travel or tuition payment; may use VA benefits.	Regionally accredited schools.	Three times the period of the TDY, to be served following its completion.	Education office at any Air Force base.
6	**Air Force Education-With-Industry (EWI) Program**	Active duty officers normally with rank of captain or major.	Full pay and allowances.	Provides education and experience needed for future dealings with industry and prepares officers for leadership positions. Program is normally 10 months long at leading industrial firms.	Three times the length of training.	Education office at any Air Force base or Air Force Institute of Technology (AFIT/RR), Wright-Patterson AFB, Ohio 45433

From U.S. Department of Defense. Profile. October 1981, Vol. 25, No. 1. Pages 21-23.

	Program	Eligibility	Assistance	Education & Location	Military Obligation	Further Information
7	Air Force Graduate Education Program	Academically qualified active duty career officers with outstanding performance records.	Full pay and allowances, plus tuition and required fees.	Master's, professional and doctorate degrees in special fields at military graduate schools or civilian institutions.	Three times the length of training with a maximum of 4 years for a master's degree and 5 years for a PhD.	Education office at any Air Force base.
8	Air Force Reserve Officers' Training Corps Airman Scholarship and Commissioning Program (AFROTC-ASCP)	Regular Air Force active duty airmen, U.S. citizens, up to 29 years old as of June of year eligible for appointment as a second lieutenant.	Tuition, fees, books, and Air Force pays $100 a month subsistence. Two-, three-, or four-year scholarships available.	Baccalaureate degree at schools offering an AFROTC program.	For pilots; six years after receipt of rating, for navigators: five years after receipt of rating. Nonrated: four years.	Education office at any Air Force base.
9	Community College of The Air Force (CCAF)	All AF enlisted members (regular AF and selected members of AF Reserve).	Integrates AF training and voluntary education in career pattern objectives.	Studies leading to an Associate in Applied Science degree in more than 80 different fields related to Air Force specialties.	None.	Community College of the Air Force, Maxwell AFB, Ala., 36112.
10	Scholarships, Fellowships and Grants	Academically qualified active duty career officers with outstanding performance records who win the award in public competition.	Full pay and allowances.	Master's professional and doctorate degrees in special fields at military graduate schools or civilian institutions.	Three times the length of the training.	Education Office at any Air Force base.
11	Army Continuing Education System (ACES)	All active duty military.	Academic, vocational-technical services are provided at little or no cost; free counseling.	Education centers.	None.	Director at any Education center.
12	Army ROTC. Scholarships Active Duty Personnel	Must be soldiers with one year's service on active duty and credit for at least two years of college. Be under 25 years of age on 30 June of the year eligible for commissioning. Accepted by college for enrollment as Academic Junior. Possess a GT Score of 115 or higher. Be a U.S. Citizen.	Tuition, books, lab fees, up to $1000 per year living allowance plus pay for attending Advanced Camp between junior and senior years.	Studies at 279 colleges and universities hosting ROTC plus more than 600 schools with cross-enrollment agreements. Leads to baccalaureate degree and commission as second lieutenant.	Four years on active duty as an Army officer.	Army ROTC P.O. Box 7000 Larchmont, NY 10538
13	Marine Corps College Degree Program	Officers, warrant through lieutenant colonel; enough credits to complete degree in maximum of 18 months.	Regular pay and allowances. Students pay school expenses.	Baccalaureate degree at any regionally accredited college/university.	Three or four years dependent upon length of program.	Commandant of the Marine Corps (Code TRE), HQ, Marine Corps, Washington, D.C. 20380.
14	Marine Corps Enlisted Commissioning Education Program	Active duty enlisted Marines, E-3 and above, with high school education/equivalent. Annual screening exam; GCT/Aptitude score 120/above.	Full pay and allowances; students pay all school expenses.	Up to four consecutive years baccalaureate degree. Selected colleges. Commissioned upon graduation.	Serve a minimum of four years after completion.	Commandant of the Marine Corps (Code TRE), HQ, Marine Corps, Washington, D.C. 20380.

	Program	Eligibility	Assistance	Education & Location	Military Obligation	Further Information
15	**Marine Corps Degree Completion Program for Staff Non-commissioned Officer**	Regular Marines selected for staff sergeant through first sergeant/ master sergeant able to complete degree in maximum of 18 months.	Full pay and allowances; students pay all school expenses.	Baccalaureate degree in job area of concern to USMC at regionally accredited college/university.	Reenlist or extend for four years service beyond completion.	Commandant of the Marine Corps (Code TRE), HQ, Marine Corps, Washington, D.C. 20380.
16	**Marine Corps Advanced Degree Program**	Unrestricted officers on active duty in grades first lieutenant through lieutenant colonel. Reserve officers must apply for and be offered career status.	Full pay and allowances; students pay all school expenses.	Any accredited college or university leading to a master's degree. Maximum course length 18 months.	Three years for one year or less of school. Four years for any portion of a second year of schooling.	Commandant of the Marine Corps (Code MMOA), HQ, Marine Corps, Washington, D.C. 20380.
17	**Navy's Broadened Opportunity for Officer Selection and Training (BOOST)**	All enlisted personnel (Navy, Marine Corps, Coast Guard) and selected civilians.	Full pay and allowances.	Up to 15 months of instruction preparing to compete for entry to the Naval Academy or NROTC officer programs.	Varies with program entered.	Navy Recruiting Command, Code 314 4015 Wilson Blvd. Arlington, Va 22203
18	**Navy Program For Afloat College Education (PACE)**	All active duty shipboard personnel.	Provides full costs of instruction for personnel at sea through contracted agreements with colleges.	Studies at the post secondary level in academic and vocational/ technical subjects.	None.	Navy Campus education specialist; PACE administering command at ports of Fleet concentration.
19	**Navy College Degree Program**	Active duty officers who can obtain a baccalaureate degree in 18 months or less through fulltime attendance.	Full pay and allowances. Individual pays all educational expenses.	Baccalaureate degree. Any accredited college or university.	One year for each six months of study.	Personnel office of any Naval activity, or Navy campus specialist.
20	**Enlisted Education Advancement Program (EEAP).**	Active duty enlisted personnel between 21 and 36 years of age, posses a high school diploma or GED equivalency and other selective criteria.	Attend school in resident status with full pay and allowances for up to 24 months in order to complete an Associates degree.	Selected junior and community colleges	6 years from the time of entering the program	Navy Campus Education Specialist Education Services Officer.
21	**Navy/Marine Corps NROTC Scholarship Program**	Regular active duty enlisted personnel, U.S. citizen, under 25 years old as of 30 June of year eligible for appointment as an ensign (Navy), 2nd lieutenant (Marine Corps).	Tuition, fees, books, plus a $100 monthly subsistence. Two and four-year scholarships are available.	Baccalaureate degree at schools offering an NROTC program.	Minimum of four years after commissioning.	Navy Recruiting Command, (Code 314), 4015 Wilson Blvd., Arlington, Va. 22203
22	**Navy Campus High School Studies Program**	All active duty personnel.	Provides full costs of instruction for off-duty study for a high school diploma or for on-duty study to improve reading, mathematics and English composition skills.	Studies at the functional skills or high school level, afloat or ashore.	None.	Navy Campus Education Office.
23	**Secretary of the Navy Scholarship Program**	Active duty officers, (Navy & Marine Corps), U.S. Naval Academy or NROTC midshipmen who have been granted authorized scholarships.	Full pay and allowances, plus amount of scholarship, not to exceed the cost of sending member to same school at government expense.	Courses with service applicability, individual's career pattern and job specialty.	Remain in service during scholarship period and serve at least three times length of educational period.	Chief of Naval Education and Training (N-133), NAS Pensacola, Fla. 32508, or Commandant of the Marine Corps (Code MMOA), HQ, Marine Corps, Washington, D.C. 20380.

30. ALTERNATE PATHS

Overview

Students will become familiar with alternate paths for achieving a college education as they assume the role of partners in an engineering firm that is considering three candidates for a position. Through comparisons of the educational background and experience of the candidates, students become aware of a variety of ways of achieving an education. They also form hypotheses as to the value of each.

Materials

A copy of "Resumes" for each student
A copy of "Definition of Terms" for each student

ACTIVITIES

1. Introduce the lesson by having students assume roles as senior partners in an engineering firm that is considering three candidates for a position.

2. Copy the "Job Description" on the chalkboard. Discuss the main points briefly to make certain the requirements for the job are understood.

Job Description September 1981

COASTAL ENGINEER

Job Description: To design and implement a plan to prevent beach and coastal erosion. To design and implement remedial measures to correct problems resulting from past erosion.

Requirements: Applicants must have a bachelors degree in Civil Engineering or Ocean Engineering. They must also have a minimum of two years experience in coastal engineering or a masters degree. Candidates should have extensive knowledge of the principles of ocean thermal energy conversion, and have had some experience with current research and programs in this area.

Send Resume to: Engineering Consultants, Inc.
P.O. Box 820
Honolulu, HI 96816

Deadline for applications: October 1, 1981

3. Pass out copies of the "Resumes" and "Definition of Terms." Point out the major categories of the resume: personal information, education, work experience, and references. Tell students that when they look at the education section of the resumes they may see unfamiliar terms which the "Definition of Terms" information will help to explain.

4. Ask students to look at the resumes carefully and then rank order the candidates as: 1) most qualified, 2) next best qualified, and 3) least qualified. Tell the students they must be prepared to give reasons for their choices.

5. This could be done by students individually or in small groups. Questions such as the following may help them make their choices:

    a. Does each candidate meet the educational requirement?

    b. Does each candidate meet the experience requirement?

    c. Is there a difference in the educational preparation of the candidates?

    d. Is there a difference in the type of experience of the candidates?

6. Have students share their choices; encourage discussion on the merits of their choices.

7. After students have shared their choices, point out the candidates' different paths in earning their degrees and reaching various professional levels. Discuss the merits of each.

8. Write "George Chung" on the chalkboard. Ask students to recall the steps in George's educational experience. Note them in order on the chalkboard. Review what the certificates and degrees represent and ask the following questions?

    a. Why do you think George might have chosen these steps in obtaining his education?

    b. What are the advantages in earning a Certificate of Achievement and an Associate Degree? Are there disadvantages?

9. Write "Darrell Kimball" on the chalkboard. Ask students to recall the steps in Darrell's educational experience.

    a. Why do you think Darrell chose these steps?

    b. What are the advantages of acquiring some or all of your education during military service, and earning college credits through CLEP? Are there disadvantages?

10. Write "Wanda Fujimoto" on the chalkboard. Follow the above procedures to discuss the steps she chose.

11. Emphasize that there are many different paths a person might follow in acquiring an education. Each can reach his own goal by many different paths.

ADDITIONAL ACTIVITIES

1. Invite a speaker to speak to the class on alternate paths one might select in acquiring an education.
2. Invite a speaker from one branch of the armed forces (active or reserve) to describe educational opportunities through military service.
3. Show and discuss The Interview Film. Arthur Barr Productions, Inc. (16 mm film and study guide). Available at the Career Information Center, Office of the Director of Vocational Education, University of Hawaii.

RESUME

Name: George Chung

Address: 1611 Akiahala St.
Kailua, HI 96734

Phone: 261-0000

Age: 30 Birthdate: March 14, 1951

Education: Kaimuki High School 1965-1967
General Educational Development Exam, 1970
Certificate of Achievement, 1971, Honolulu Community College, Marine Pipe Fitting
Associate of Science Degree, 1973, Honolulu Community College, Engineering Technology
Bachelor of Science, 1979, University of Hawaii-Manoa, Civil Engineering

Work Experience: 1971-1973 Pearl Harbor Shipyard, Pipe Fitter
1973-1975 U.S. Government Civil Service, Engineering Technician, Work projects included prevention of beach erosion, repair of off-shore loading facilities for oil tankers, and up-keep on small boat harbors.
1979-1981 Pacific Engineering Co., Engineer, Ocean Thermal Energy Project

References: Mr. S.R. Arbiter, Supervisor, Pearl Harbor Shipyard
Mr. J.G. Chang, Supervisor of Engineering Technicians, Honolulu Harbor
Mr. C.J. Yamane, Vice President, Pacific Engineering Co.

RESUME

Name: Darrell Kimball

Address: 2240 Hillside Dr.
San Diego, California

Phone: (714) 823-4166

Age: 36 Birthdate: November 10, 1945

Education: High School Diploma, 1963, Rosemont High School; Rosemont, Illinois
Correspondence Courses, 1969-1972 (20 credit hours) Math & Engineering Tech.
CLEP Courses, 1972-1974 (20 credit hours) Advanced Mathematics
Army School Training Courses, 1966-1974 (24 college level credits)
Bachelor of Science Degree, 1978, University of Washington, Civil Engineering

Experience: 1965-1966 Security Guard
1966-1975 U.S. Army, Enlisted Man
  1966-1968 Equipment Maintenance
  1968-1970 Building Roads
  1970-1975 Army Corps of Engineers, Projects with the Corps of Engineers: dredging waterways, policing waterways, building structures to stop beach erosion, repairing structures to halt erosion, information person to community on safe and unsafe use of lands along waterways, and staff person assigned to review literature and attend workshops on ocean thermal energy conversion
1975-1981 Advanced Technologies in Engineering Corp., Engineer assigned to Ocean Thermal Energy Research Project

References: Col. J.G. Richards, U.S. Army Corps of Engineers, Ft. Shafter
Prof. R.L. Simonds, Civil Engineering Dept., University of Washington
W.K. Furtig, Advanced Technologies in Engineering Corp.

RESUME

Name: Wanda Fujimoto

Address: 42-067 Aiea Heights Dr.
Aiea, Hawaii 96701

Phone: 636-0000

Age: 25 Birthdate: January 20, 1956

Education: High School Diploma, 1974, Farrington High School
Bachelor of Science Degree, 1979, University of Hawaii-Manoa, Civil Engineering
Master of Science Degree, 1981, University of Hawaii, Ocean Engineering

Work Experience: June-August 1975 Dole Cannery, Packer
June-August 1976 Crew member and instructor on Sea Trek (Education Cruise Ship)
June-August 1977 City and County of Honolulu, Beach Maintenance
June-August 1978 City and County of Honolulu, Flood Control Plans
Sept. 1979-Aug. 1981 Research Assistant to Professor at UH in Ocean Engineering; worked on designs for OTEC projects. 1980-1981: Project Assistant on Mini-OTEC; responsible for supervising operations and evaluating effectiveness of the project.

References: Prof. A.N. Chiu, Civil Engineering Dept., University of Hawaii-Manoa
Prof. G.L. Dugan, Civil Engineering Dept., University of Hawaii-Manoa
Prof. K.H. Bathen, Ocean Engineering Dept., University of Hawaii-Manoa

DEFINITION OF TERMS

Associate Degree A degree granted to students who successfully complete two years of community college work and fulfill the provisions of specific programs of study. There are two kinds of Associate degrees. An Associate of Arts degree awarded to students who successfully complete a two year program of studies in the Liberal Arts, and an Associate of Science degree for students who successfully complete a program in general education and vocational-technical studies. Most of the credits from these degrees are transferable to four year colleges and universities.

Bachelors Degree A degree recognizing the successful completion of a four or five year undergraduate program of study. Its purpose is the general education of the individual and preparation in a specific area of study.

Certificate of Achievement A credential awarded to students who successfully complete a program of vocational-technical courses leading to an occupational skill. Students usually earn a minimum of 24 credits. Most of these credits will not transfer to a four year college or university.

CLEP - College Level Examination Program A self-study program for adults in academic areas, with regular test centers where participants may go to take the exams that can earn them college credit. A person could earn up to two years of college credit in this way.

Correspondence Courses Some schools are licensed to do their teaching by mail through prepared readings, lessons, and exercises which are sent to students. Arrangements are then made for students to take exams, be graded, and receive credit for their work.

General Educational Development Individuals who have dropped out of high school may take a General Educational Development examination, which, if successfully passed, certifies that they possess the basic competencies that are associated with a high school education. Admission to a four-year college or university will only be granted if an applicant has a high school diploma, or has two years of Community College transferable credits, or has a GED certificate.

31. THE IMPORTANCE OF COURSE SELECTION IN HIGH SCHOOL

Overview

The importance of course selection to admission to programs of study after high school is explored through a case study. What colleges and universities are looking for in admission requirements is examined. Students measure their own progress to date in fulfilling these requirements, plan for remedying deficiencies, and plan a schedule of courses for their remaining high school years.

Materials

One copy of "Case Study" for each student
One copy of "Course Offerings: Rosemont High School" for every two students
Copies of course offerings in your school

BACKGROUND

One of the first things a college admissions officer looks at when considering a student for admission is the courses the student took in high school. There are several reasons for this. It indicates areas of interest in learning, the kinds of knowledge and skills the student can be expected to have, and some indication of the depth and breadth of the content the student should have mastered.

It also reveals whether the student took the courses required for admission to a particular college or university and other courses required for admission to a particular program of study, such as nursing, engineering, or architecture. A student who does not have the minimum course requirements for admission to the particular program of their choice may be denied admission to the special program, though they could be admitted to the college or university.

Two points are very important to this lesson. First, colleges and universities set their own admission requirements, one component of which is fulfillment of certain course requirements in high school. Second, that if one chooses to study in certain special programs (architecture, engineering, nursing, computer science, etc.), there may be additional or different course requirements for admission to that program. A student may be denied admission to a college or university for not having taken certain courses in high school (see Warren's experience in the case study), or be admitted to a college or university but denied admission to the special program (see Pam's experience in the case study). In both cases the student has alternatives. In Warren's case, he can go to a community college or a less selective college and make up deficiencies, and then apply as a transfer student to the school of his choice. Or, in Pam's case, enroll in the college or university of her choice, take the necessary prerequisites, and apply the next year for transfer into the special program.

Course selection in high school is also important to give balance to learning and open up new tastes and interests. This lesson will focus on the importance of high school course selection for college admission.

The question may be asked if grades and test scores are important to colleges and universities as they consider applicants for admission. What weight they give to grades and test scores is a matter of individual school policy and the degree of selectivity of their admissions program. At Harvard and Stanford anyone being considered will have taken appropriate courses and have high grades and test scores. But they also consider other factors such as student interests, abilities, and goals. The notion that grades and test scores are the "most" important elements is a popular misunderstanding. They are important, but at any college or university where there are more applicants than space for students in the freshman class, course preparation and other factors are equally important. And even in less selective schools, students with high grades and test scores who "fretted away" their high school years with insignificant, non-college preparatory courses may be refused admission.

It should also be noted that students who have taken a full complement of college preparatory courses in high school and worked very hard, but have only average grades and test scores, will often be given an opportunity to attend a selective school based on their interest and willingness to work hard.

ACTIVITIES

1. Give each student a copy of the "Case Study" to read.

2. When they have read the "Case Study," ask the following questions to generate discussion.

   a. Why wasn't Pam accepted into the nursing program? (Point out that while her high school courses were adequate for admission to the university, they did not meet the requirements for the nursing program.)

   b. Why wasn't Warren accepted into the university? (He had not completed the courses required for admission to the university.)

   c. How could their problems have been avoided? (Better information and planning before ninth grade to consider such things as the importance of course selection to opportunities after high school, admission requirements for universities, and admission requirements for special programs such as nursing; time spent beyond high school; and taking more than the minimum number of courses required for graduation.)

3. Copy the following information on the chalkboard and ask students to consider what colleges and universities are looking for in terms of optimal and minimal course preparation. Point out that when selecting students for admission, those who have had optimal course preparation in high school are often considered first.

Optimal Course Preparation		Minimal Course Preparation	
English	4 years	English	4 years
Math	4 years (Algebra 1, Algebra 2, Trigonometry, Calculus)	Math	2 years (Algebra 1, Geometry)
Science	4 years (Biology with lab, Chemistry with lab, Physics with lab)	Science	2 years
Social Studies	4 years (with one year U.S. Government and History)	Social Studies	2 years
Foreign Lang.	4 years	Foreign Lang.	2 years

4. Share the following information with students to help them recognize that colleges and universities look beyond course preparation when considering students for admission. They look for:

    a. knowledge and skills in specific academic areas (measured by fulfillment of a series of specific high school courses)

    b. success in academic work (measured by grade point average and test scores in high school)

    c. a variety of interests and abilities (measured by participation in extra-curricular activities, hobbies, community programs, talent events, etc.)

    d. a sense of the student's individuality and goals (measured by a student essay and letters of recommendation)

5. Pass out copies of "Course Offerings: Rosemont High School." Ask students to look at the courses offered to Pam and Warren, and compare the offerings with the choices they made.

6. Pass out copies of the course offerings in your school. Have students review the courses, and on a sheet of paper list the courses they have taken so far. Then have them list the courses they need to take to complete a high school program. They also should indicate which courses they plan to take during summer sessions. When the lists are completed, they should compare them with the minimal courses written on the chalkboard earlier and determine if there are deficiencies in terms of the objectives they hope to fulfill.

7. For a final activity, discuss with students the importance of course selection to opportunities in life beyond high school.

CASE STUDY
The Importance of High School Course Selection

Warren and Pam entered their local high school at ninth grade. They were told that to graduate they would need to take four years of English and four years of social studies, two years each of math and science, one year of physical education, one semester each in guidance and health, and six electives. They took the following courses.

Warren		Pam	
English	4 years	English	4 years
Math	2 years (Algebra 1, General Math)	Math	2 years (Algebra 1, Geometry
Science	2 years (Earth Science, Biology)	Science	2 years (General Science, Marine Science)
Social Studies	4 years	Social Studies	4 years
Guidance	1 semester	Guidance	1 semester
Health	1 semester	Health	1 semester
Electives	(Drawing and Painting; Ceramics; Art History: Auto Shop; Metal Shop)	Electives	(Asian Literature; The Structure of Language; Drawing and Painting; Ceramics; Vocal; Music Appreciation)

Pam was interested in nursing. She decided she would apply to her local university and two others that had programs recommended by the Director of Nursing at a local hospital. She wrote for applications, filled them out, requested that transcripts of her high school records be sent to each school, and waited eagerly for replies.

Warren was interested in computers and computer science. He had been reading job openings in the local newspaper and noted that there were many openings for computer programmers and systems analysts, and the salaries were good. He also was interested in electrical engineering and the design of computers. He applied to his state university which had programs both in computer science and electrical engineering. He too arranged to have copies of his high school transcripts sent to the university admissions office.

When Pam and Warren received replies from the schools of their choice, both were disappointed. Here are samples from letters they received.

Dear Pam:

We are delighted that you are interested in our university. However, you do not meet the special requirements for admission to our nursing program. To qualify you must have taken the following courses in high school: 3 years of mathematics including Algebra 1, Geometry, Algebra 2, and a year of Chemistry with a lab.

We encourage you to take Algebra 2 and Chemistry during your freshman year at this university, and then apply again to our nursing program.

Sincerely,

Frances S. Young
Dean of Nursing

Dear Warren:

We appreciate your interest in our school. However, we cannot grant you admission at this time because you have not taken the high school courses required for admission to this university. We encourage you to take the necessary courses at a community college or another school and apply at a later date as a transfer student.

I have included a list of high school courses which must be completed to gain admission to our university.

English	Math	Science (2 w/ lab)	Social Studies
4 courses	Algebra 1	Biology	3 Courses
	Geometry 1	Chemistry	
	Algebra 2	Physics	

Thank you for applying.

Sincerely,

John R. Williamson
Director of Admissions

COURSE OFFERINGS: ROSEMONT HIGH SCHOOL

Grades 9 - 12

English

- American Literature
- World Literature
- Creative Writing
- Short Stories & Poetry
- Asian Literature
- Literature of Asia & the Pacific
- The Structure of Language

Social Studies

- Citizenship & Law
- World History
- U.S. History
- Early Polynesian History
- Modern Hawaiian History
- Geography
- Anthropology
- Global Studies

Math

- General Math
- Algebra 1
- Geometry
- Algebra 2
- Trigonometry
- Pre-Calculus
- Calculus

Science

- General Science
- Earth Science
- Marine Science w/ lab
- Biology w/ lab
- Chemistry w/ lab
- Physics w/ lab

Art

- Drawing & Painting
- Ceramics
- Art History

Foreign Language

- French
- German
- Spanish
- Russian
- Japanese

Music

- Band
- Orchestra
- Vocal
- Music Appreciation
- Music History

Guidance

- 9th-10th grade guidance
- 11th-12th grade guidance
- Physical Education

Technology

- Auto Shop
- Wood Shop
- Metal Shop

32. THE IMPORTANCE OF HIGH SCHOOL GRADES

Overview

Students discuss the importance of grades to future educational and employment opportunities. They then read an article to learn about the value college and university admissions offices place on grades and courses taken when considering applicants. Students compile their individual high school academic records, learn to compute grade point averages, and assess their present status in terms of potential for the future.

Materials

A copy of "How Colleges and Universities Assess Ability for Admissions Purposes" for each student

BACKGROUND

Grades provide some evidence of academic ability and performance. When considered along with test scores, assessments of energy, initiative, responsibility, and maturity, they are helpful in predicting success.

When high school grades and test scores are compared with the grades students received in the first year of college, there is a fairly high correlation. Therefore colleges and universities give considerable attention to the grades students have received.

In this context it is important that high school students understand that every grade they receive beginning in grade nine will be important in determining their options after high school--in employment, in education, in scholarship opportunities. A word of caution is needed, however. Contrary to popular conception, grades are not the only factor considered by colleges, nor are they always the most important. A combination of factors is used which includes courses taken, recommendations, and extra-curricular and community activities. Grades are important, but they should be viewed as one of a number of important factors, each of which contributes to an assessment of potential for success.

ACTIVITIES

1. Initiate a class discussion about the value of grades as a measure of knowledge and ability. The following questions can serve as a guide for the discussion.

   a. Do you think grades are a good indication of what you learn?

b. Do you think grades are a good indication of academic ability?

c. If you were an employer who hired students as soon as they graduated from high school, would you want to see the high school record before making a decision to hire a person? Why, or why not? What are the advantages of looking at high school records? Disadvantages?

d. If you were an employer who hired college graduates, would you require some kind of evidence that applicants had received degrees? Would you favor an applicant with higher grades over one with lower grades if they had a similar degree? Why, or why not?

e. If you were hired by a college or university to select students that will be admitted as freshmen to the school:

Would you want to see their high school records? Why, or why not?

Would you be interested in the kinds of courses they have taken? Why, or why not?

Would you be interested in the grades they received? Why, or why not?

What other information would be useful to you? Why, or why not?

How much emphasis would you place on grades in your decision to admit students? Why, or why not?

2. Give each student a copy of "How Colleges and Universities Assess Ability For Admissions Purposes." After students have read the material, ask the following questions:

a. What are "college preparatory courses"?

(English, math, science, history, foreign languages, social science, fine arts)

b. Do you believe it is important for all students to take college preparatory courses? Why, or why not?

c. When a college admissions staff looks at a student's grades, what do they look for?

(Students may respond "how high your grades are." It is important that they consider the following:

(1) Pattern of grades received: Did the student begin poorly but then showed improvement? Have the grades been steady, or have they ranged from A to F? Did the student start out with good grades, and then let them become poor? Did they start with good grades, then have a period of poor grades, and then have good grades again? Was there a problem which has now been solved?

(2) Grade point average: What is the grade point average from the first semester of grade nine?

(3) Courses taken: Did they earn their good grades in college preparatory courses, or in some of the courses available which are of less substance?

(4) Overall picture: Does the student appear to have the ability to be successful in this school?)

3. Explain to students that they will now look at their own academic records in terms of the points just raised: pattern of grades, grade point average, courses taken, and overall picture. Ask students to use the following format as they write the requested information on a sheet of paper. (You may wish to copy the format on the chalkboard.)

Courses Taken (list)	Grades Received (list)
____________________	____________
____________________	____________
____________________	____________
____________________	____________
____________________	____________
____________________	____________
____________________	____________

1. Number of college preparatory courses ________

2. Pattern of grades ________

   a. improving b. steady c. varying d. declining

3. Grade point average ________

4. Overall picture ________

   a. good potential for success
   b. average potential for success
   c. poor potential for success

a. Students should list by semester each course they have taken since the beginning of grade nine, and their final grade (or quarter grade if they are presently taking the course).

b. Review with students which courses are considered to be college preparatory courses and have them record the total number they have taken.

c. Have students record whether their grades have improved, remained steady, varied, or declined since the first semester of grade nine.

d. Students should now compute their grade point averages. Give them the following formula and sample for use in computing:

Courses	Grades Received		Grade Values		Totals
2	A	x	4	=	8
4	B	x	3	=	12
9	C	x	2	=	18
2	D	x	1	=	2
1	F	x	0	=	0
18					40

Divide total number of points by total number of courses and carry the answer to two decimal places.

2.22 (grade point average)
18)40.00
36
40
36
40
36
4

e. Ask students to assess the data and indicate whether they think their record so far shows (1) good potential for success, (2) average potential for success, or (3) poor potential for success.

4. Conclude the lesson with a brief discussion in which you emphasize the following: (1) if any student is not satisfied with what they see so far on their records, there is opportunity to change, and (2) every course taken and every grade received from the beginning of grade nine has the potential to widen or narrow the opportunities available to them after high school. Encourage them to make wise choices by taking substantial courses and earning good grades.

HOW COLLEGES AND UNIVERSITIES ASSESS ABILITY FOR ADMISSIONS PURPOSES

The goal of every college admissions program is to admit students who will be academically successful, and avoid admitting students who will experience frustration and failure. But how can you tell in advance who will be successful? No one can be completely certain, and mistakes can be made. Some who could be successful may be turned down. Others are sometimes admitted who turn out to be failures. Over the years, however, colleges and universities have developed a system for identifying potentially successful and unsuccessful students. There are flaws, but the system seems to be the best that can be devised at this time.

What is the system? It involves looking at courses taken, grades received, test scores, recommendations, and extra-curricular activities of students applying for admission. Grades and test scores of applicants are compared with the high school grades and test scores of former students at that college who have been awarded degrees. If the applicants have taken college preparatory courses, and their grades and test scores are as good as those of students who have received degrees, they are considered for admission. If grades and test scores are below this level, there is concern about admitting students, and admission will probably be denied--unless there are over-riding factors such as family or personal problems which have since been resolved, evidence of unusual talent in a particular area such as music, art, dance, athletics, etc.

What about people with special talents? Are grades good evidence of their abilities? It has been found that another way to assess ability is to have students submit examples of their work. This evidence, together with courses, grades, test scores, recommendations, and extra-curricular activities is used to assess their potential for success.

What are the criticisms of this system? It leaves some important personal qualities out of the picture. What about the highly motivated person with low grades who is willing to work extra hard and therefore "hang-in" and be successful? Diligence, perseverance, and motivation to succeed, no matter what the odds, should have a part in admissions decisions.

And many Directors of Admissions will agree. But how do you determine who will really work hard, or who has developed diligence and perseverance to the point that they will succeed? Several groups are currently trying to develop new ways to measure personal qualities, but until they do, and probably even after they do, grades will continue to be an important factor in assessing ability.

33. THE IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES

Overview

Students identify a variety of skills associated with different extra-curricular activities. They then build an understanding of how participation in extra-curricular activities helps to develop coping skills. The importance of involvement in extra-curricular activities to consideration for admission to college is explored through a reading. A final discussion addresses specific coping skills that could be developed through participation in extra-curricular activities.

Materials

A copy of "Activities and Skills" for each student
A copy of "Decisions! Decisions!" for each student

BACKGROUND

A Director of Admissions at a competitive college uses several criteria when considering applicants for admission. The identification of applicants who show potential for success in higher education is an important consideration. A second important consideration is the identification of applicants who have developed coping skills such as: openmindedness, capacity to accept challenges, leadership ability, experience in organizing time and work plans, ability to be productive when working under pressure, and ability to consider alternatives when confronted with set-backs and disappointments. There are no valid scientific measures of these coping skills, but experience derived from participation in extra-curricular activities and work are believed to give some indication of the applicant's ability to cope. A third consideration is identification of applicants who are lively and interesting and show potential for contributing to the life of a college or university community.

Competitive colleges usually have more candidates applying than they can accept. Since most of those who apply qualify for admission in terms of grades and test scores, other factors are considered and will often influence decisions. It is entirely possible that students who have lower test scores may be admitted on the basis of their extra-curricular activities, personal interests and talents, and potential for making a unique contribution to campus life.

ACTIVITIES

1. Divide the class into small groups and give each student a copy of the "Activities and Skills" chart. Ask them to work in groups and fill

out the chart. When they have completed their work, have the groups share the information they have compiled, adding to their charts other ideas presented.

2. Copy the following list of coping skills on the chalkboard. Ask students to add to this list others they believe are appropriate.

Coping Skills

Ability to . . .

- organize and make good use of time
- accept challenges
- organize work
- solve problems
- get along with people
- assume leadership roles
- identify needs and take specific actions
- accept failures and disappointments as learning experiences
- keep an open mind
- complete assigned tasks
- understand and accept differing points of view
- accept constructive criticism

3. Help students build an understanding of "cope" as "contending or combating to overcome problems and difficulties, usually on even terms or with success." Discuss with them several of the coping skills listed on the chalkboard, and how skills such as these help us to be successful in work, in college, and in all other life activities.

4. Give each student a copy of "Decisions! Decisions!" After they have read the material and made their selections, prepare a class tally. Involve the class in a discussion about how the extra-curricular activities listed for each student may or may not have helped them develop coping skills. Also, help them identify specific coping skills the extra-curricular activities listed could help to develop. You may want to have the class reconsider their selections and prepare another tally to learn if opinions were changed after considering coping skills that could be developed.

ADDITIONAL ACTIVITIES

1. Ask a group of students to conduct a survey and compile a list of extra-curricular activities available to students in their school. Representatives from several of these activities could speak to the class on the kinds of coping skills that are being developed through the activities they represent.

2. Ask a group of students to identify extra-curricular activities available in the community that help students develop coping skills.

3. Have students interview their parents to identify coping skills they have had to develop in connection with their work. Compile a class

list and have students compare this list with the list compiled earlier on the chalkboard. Ask them to identify similarities and differences, and then discuss why there are differences (if any).

4. Encourage students to compile a record of all their past extracurricular activities, and to maintain an up-to-date list for their remaining years in high school.

ACTIVITIES AND SKILLS

Activity	Physical Skills	Mental Skills	Social Skills	Personal Qualities
Chairman of Social Committee	Draw posters, make decorations, type letters, etc.	Planning, organizing, identifying tasks, creative ideas, etc.	Help others work together, resolve conflicts, encourage others to work, etc.	Enthusiastic, flexible, demonstrate calm and understanding, etc.
Cheerleader				
Member of Basketball Team				
Reporter for School Newspaper				
Play in Band, or Sing in Choir				
Class Secretary				
Week-end and Summer Job at Burger King				
Volunteer at Children's Hospital				

DECISIONS! DECISIONS!

The students listed below have comparable test scores and grade point averages. They are applying to a college that has very competitive admissions. On the average, this college accepts two out of every five applicants. Each applicant provides the following information on their application for admission: biographical data, a list of high school courses they have taken and grades received, overall grade point average, test scores, and extra-curricular activities in which they have participated.

Why biographical data? Colleges like to have a well-balanced freshman class by sex, age, ethnic background, geographic area, socio-economic status. The idea is that there is richness in diversity, that students learn from each other as they do from books and professors.

Why information on courses, grades, and test scores? To ensure, as much as possible, that entering students are adequately prepared to be successful in college.

Why information on extra-curricular activities? Colleges are looking for students who will be active in campus life and who have the necessary coping skills. Extra-curricular activities at college, as in high school, are seen as enriching educational experiences.

Assume that you are a member of the Admissions Committee that will recommend two of five applicants for admission. To give you a feeling for how difficult such a choice can be at a very competitive college, five students who have excellent grades and test scores are listed below. Each is equally acceptable by sex, age, ethnic background, geographical area, and socio-economic background. Look at the data for the five students and select two for admission. Which two do you select, and why?

Student #1

G.P.A.: 3.8
Test Scores: 650 V 685 M
Extra-Curricular Activities:
  Watching T.V.
  Going to Movies

Student #2

G.P.A.: 3.8
Test Scores: 652 V 683 M
Extra-Curricular Activities:
  Cruising with Friends
  Going to the Beach

Student #3

G.P.A.: 3.8
Test Scores: 647 V 687 M
Extra-Curricular Activities:
  Working on Cars
  Surfing
  Going Disco

Student #4

G.P.A.: 3.8
Test Scores: 649V 684 M
Extra-Curricular Activities:
  Soccer
  Electronics
  Jazz Band
  Student Government

Student #5

G.P.A.: 3.8
Test Scores: 648 V 683 M
Extra-Curricular Activities:
- Water polo
- Tennis
- Ceramics
- Concert & Stage Bands
- Science & Engineering Projects
- Reporter & Photographer for School Newspaper

34. THE SYSTEM OF HIGHER EDUCATION IN AMERICA

Overview

Case studies introduce students to systems of higher education in different countries. Students consider advantages and disadvantages of these systems during a class discussion. Levels of competition, methods of selection, and criteria for selection for high school athletics and college and university admissions are then compared and discussed. The lesson is concluded with a discussion of the purpose of America's system of higher education.

Materials

A copy of "Case Studies: Opportunities for Higher Education" for each student
Transparencies of "Competitive Levels of Some Colleges and Universities in Hawaii and on the West Coast" (optional)

BACKGROUND

Opportunities to continue education beyond high school vary considerably from country to country. They also vary considerably within our own country. The three case studies in this lesson provide some perspectives on differences between countries. You might point out that in 19th century America, elementary education was considered to be important for everyone. But it was not until the 20th century that high school education was considered to be important. After World War II, there was a strong movement to make post secondary education available for everyone. It was believed that more education would give individuals a better opportunity for a satisfying and productive life.

ACTIVITIES

1. Give each student a copy of "Case Studies: Opportunities for Higher Education." After reading the case studies, students should decide how they would answer the questions. Have them share their answers during a class discussion. Include in the discussion important points from the following material.

   Preston. All students are tested in grade eight. Based on their scores, they are assigned to the vocational track or the college preparatory track for the remainder of their education. Some advantages of this system are early identification of abilities and the possibility of training in high school for either a vocation or college. Disadvantages include the early age at which the exam is given. Some students mature later than others, and since the exam is given only once, a poor test-taker or someone who is not feeling well may be at a disadvantage. There is little alllowance for making up for lost time in early years due to illness or family problems. Also, someone may be quite bright but do poorly on the exam and be deprived of an opportunity to go to college at some point in the future.

Wendy. Any student who wishes to may take a qualifying examination for college. The government decides how many openings there will be for new college students. Students are ranked in the order of their scores on the exam and only those who score high will be selected to continue their education. Some advantages of their system are the seriousness with which students take their education; the intensity of their preparation for the exam; the assurance that only the most qualified will be admitted to college. Disadvantages include the highly competitive nature of the exam, and the possibility that qualified students may not pass the exam and be able to continue their education.

Charlene, Randy, Tracey. Anyone who wishes to may attend a community college, a college, or a university. Some advantages of this system include the opportunity for anyone who is a high school graduate or who is eighteen years of age or older to attend college. No one is denied admission to a community college because of grades or test scores. Even if students drop out of high school and do not decide until the age of forty that they would like to go to college, the opportunity is still there for them to go. Some people feel that the disadvantages of this system are: students do not take their early schooling as seriously as they should and do not adequately prepare for college; some waste their own time, their parent's money, and the college's time and resources by attending when they do not intend to study. But most people agree that the opportunity to attend college should be available to everyone who is interested and who is willing to work at it.

2. Either as an extension of the previous class discussion--or on another day--explain that in the United States it is believed that every person should have an opportunity to attend college. Whether a good student, a poor student, or a drop out, the belief is that a good education is essential for everyone. But how can opportunities be provided for all students? Have a student copy "Two Systems" on the chalkboard. After students have had a few minutes to reflect on the material, initiate a discussion organized around the following questions.

    a. Why are there different levels of competition in athletics?

        (To make it possible for students with different levels of ability to participate and experience success. If all students had to try-out for the varsity team, only those with the most talent would be selected to play.)

    b. Colleges and universities in the United States also are grouped by levels of competition, in this case by levels of academic rigor. Why is this?

        (To make it possible for students with different levels of academic ability to attend college and experience success.)

c. In athletics students decide whether they want to try out for a team and a coach evaluates their ability. What are some advantages of this procedure?

   (Students who may have been overlooked or who had little previous experience can come forward and say "I think I may have the ability to be on this team." Students are then given the opportunity to show what they can do and be judged by a set of standards established by the coach or coaches.)

d. How similar is the method of selection for colleges and universities in the United States? What are some advantages of using this method for college selection? Disadvantages?

   (The method is essentially the same. The reasoning behind it also is similar. Americans believe each person should have the opportunity to say "I think I can be a good student at your college or university" and then have the opportunity to present evidence of their academic ability.)

e. What do coaches look for when they select an athlete for a team?

   (Skills in the sport, team spirit, even-temperedness, ability to act under pressure, coachable.)

f. What does an admissions committee of a college or university look for when they consider an applicant?

   (Courses taken in high school, grades, rank in class, scores on college admissions tests, personal qualities, recommendations, participation in school and community activities.)

g. What do you think is the purpose of the system of higher education in America?

   (The purpose is to give students with different levels of academic ability the opportunity to attend college and be successful.)

3. Conclude the lesson by referring students to the case studies considered earlier. You might ask them to state what they believe are the purposes of the system of higher education in Preston's and Wendy's countries (to provide the most academically talented students opportunities to attend college). Ask them to compare their purposes with the system in America.

ADDITIONAL ACTIVITIES

1. Make an overhead transparency of the chart entitled "Competitive Levels of Some Colleges and Universities in Hawaii and on the West Coast." Show the chart; tell students this chart shows a sample of Hawaii and West Coast colleges and universities. Remind students that athletic

204

teams are assigned a level of competition based on expected level of athletic skills. Colleges and universities are given a competitive level based on their requirements for admission and expected level of academic performance.

Encourage students to write down the names of schools they are interested in and the requirements they would have to meet for admission.

2. Conduct a discussion on whether all students should be given the opportunity to attend college. Will some students waste the opportunity? Should a college education be only for the academically gifted? Will the quality of education be lowered if everyone can go? Can everyone benefit from a college education? Does everyone need a college education?

3. Have students survey their parents, aunts, uncles, grandparents, or other family members to learn how many have had some kind of higher education (community college, college, university), and how many would have gone on for higher education had it been open to anyone who was eighteen years old or graduated from high school.

TWO SYSTEMS

	High School Athletics	Colleges and Universities
1. Levels of Competition	Varsity Junior Varsity Double A Single A Intermediate Intramurals	Most Competitive Highly Competitive Very Competitive Competitive Less Competitive Non Competitive Special
2. Methods of Selection	Individual decides to try-out Coach evaluates and selects or rejects	Individual decides to apply Admissions committee of the college or university evaluates and selects or rejects
3. Criteria for Selection	(Example - Basketball) speed ball handling accuracy of shooting ability to grasp new plays team spirit even-temperedness act well under pressure coachable	Courses of study in high school Grades in high school Rank in class Scores on college admissions tests in high school Personal qualities; willingness to work; ability to finish a task; enthusiasm Participation in activities Recommendations from teachers

CASE STUDIES: OPPORTUNITIES FOR HIGHER EDUCATION

Preston is seventeen. He will attend trade school for fourteen months and then take a factory job. He was tested in grade eight and assigned to the vocational-technical track for the rest of his school years. He will not be able to go to college because his score on the eighth grade exam was not high enough to enter a college preparatory program. In his school system every student is tested in grade eight and assigned to either the vocational-technical track or the college preparatory track. All students who successfully complete the college preparatory program can go on to college if they can afford the costs.

Wendy is seventeen. She studies during all of her spare time. In one month she will take an exam that will determine whether she can go to college. The exam is open to any student, but only those who score near the top will be selected to continue their education. In her school system the government decides how many openings there will be each year for new college students. Students who take the exam are listed in order by their scores. The number of openings is always smaller than the number of qualified people.

Charlene, Randy, and Tracey have been accepted for college. Charlene did not do well in high school during her first two years. But she did improve in her third and fourth years. She will go to community college which is open to anyone who is a high school graduate or eighteen years of age. Randy will also go to community college. He dropped out of high school at age sixteen and worked at odd jobs. Then he found he needed more education to get ahead. He is eighteen and will get a fresh start at the community college. Tracey was a good student in high school. She applied to three colleges and one university and was accepted by three of the four. She will decide by May 1 which school she will attend.

Questions to Consider

These students live in three different countries, each of which has different criteria for determining who will receive higher education. Reflect on the case studies and decide how you would answer the following questions.

1. Are there advantages and disadvantages of the system in Preston's country? What are they?

2. Are there advantages and disadvantages of the system in Wendy's country? What are they?

3. Does the system in Charlene's, Randy's, and Tracey's country have advantages or disadvantages? What are they?

COMPETITIVE LEVELS OF SOME COLLEGES AND UNIVERSITIES IN HAWAII AND ON THE WEST COAST

Selectivity of Admissions as Noted in Barron's Profiles of American Colleges	Colleges and Universities	High School Grade Requirements	Test Score Requirements	Rank in Class	Personal Characteristics
Most Competitive Admissions Criteria	California Institute of Technology Harvey Mudd College Pomona College	B+, A	SAT 625-700 ACT above 28	Top 10-20%	Leadership Talent Participation in many activities Evidence of accomplishment at national and state level
Highly Competitive Admissions Criteria	Claremont-McKenna College Pitzer College Scripps College Colorado College Occidental College Reed College University of California at Berkeley	B, B+ and above	SAT 575-625 ACT close to 28	Top 20-30%	Same as above
Very Competitive Admissions Criteria	Lewis and Clark College University of California at Davis, San Diego, Santa Barbara, Santa Cruz	B- and above	SAT 525-575 ACT 23-26	Top 30-50%	Variety of interests Participation in activities
Competitive Admissions Criteria	California Polytechnic Institute California State University at Fresno, Fullerton, Hayward, Long Beach, Los Angeles, Sacramento Chaminade University Colorado State University Linfield College Loyola-Marymount University Menlo College Oregon State University	C+ and above	SAT 425-525 ACT 20-23	Top 75%	Variety of interests Participation in activities

Selectivity of Admissions as Noted in Barron's Profiles of American Colleges	Colleges and Universities	High School Grade Requirements	Test Score Requirements	Rank in Class	Personal Characteristics
Competitive Admissions Criteria	Pepperdine University University of Oregon Washington State University University of Hawaii at Manoa	C+ and above	SAT 425-525 ACT 20-23	Top 75%	Variety of interests Participation in activities
Less Competitive Admissions Criteria	Azusa Pacific College Biola College California State University at Dominquez Hills Colorado Technology College Concordia College Fort Lewis College Hawaii Loa College Hawaii Pacific College University of Hawaii at Hilo Brigham Young University at Hawaii	C+ and above	SAT below 425 ACT below 20	Top 75%	
Noncompetitive Admissions Criteria	Armstrong College New College of California Metropolitan State College Woodbury University	Graduation from High School			
	All Community Colleges	Graduation from High School or 18 years of age			
Specialized Professional Schools of Art, Music, Theatre Arts Admissions Criteria	Art Center College of Design Brooke Institute California College of Arts and Crafts Museum Art School San Francisco Art Institute San Francisco Conservatory of Music				Evidence of talent

35. HOW MUCH EDUCATION FOR WOMEN?

Overview

A case study introduces students to criteria for considering how much education women need to cope in today's world. Self-fulfillment and economic security are suggested as needs for both men and women. Students discuss the case study to build an understanding of the importance of education in meeting these needs. The lesson is concluded as students work in small groups to make recommendations for the amount of education needed by women in different life situations.

Materials

A copy of "Case Study: Two Friends" for each student

BACKGROUND

Every person has a need for self-fulfillment--for developing and using abilities in ways that are meaningful and rewarding, for being perceived by others as interesting and useful, for making a positive impact on life and its opportunities.

In past generations the primary role of women was wife and mother. Women were expected to derive their self-fulfillment from the development of their families. More recently women have looked for self-fulfillment through the development of many abilities. They have entered the career world in large numbers, and many have chosen to marry later in life or not marry at all. Others have chosen to combine careers and marriage and be co-supporters of the family. For a growing number of women, divorce has been a factor making many of them primary supporters of themselves and their children.

How much education is appropriate for women today? Should it be enough to enable them to realize sulf-fulfillment through the development of talents and abilities? Enough to enable them to be substantial co-supporters of their families, or sole supporters for themselves and a family? How much education does that involve? Though the decision is individual and based in part on the amount of education necessary for the development of particular interests and career areas, women with only a high school education, or less, will have a very difficult time. A woman with a two-year community college background will have more opportunities, while the woman with a bachelor degree or more has a definite advantage.

ACTIVITIES

1. Give each student a copy of "Case Study: Two Friends" and ask them to read it.

2. After students have read the case study, use the following six questions to guide a class discussion.

   a. What new responsibilities do you believe Wendy and Iris had due to the injuries their husbands suffered?

      Become the primary wage earner for the family and find a fulltime job.

      Make important economic decisions for the family:

         Whether or not to take out a loan which will help cover immediate needs

         Whether or not to sell the stocks and bonds they received as wedding gifts and those in which they recently invested.

         Whether or not to sell the second car to help meet immediate needs for cash.

      Provide continuing assistance and encouragement to a husband during his recovery, assuring the husband that the family needs will be met.

      Help the children cope with fears about their father; help them understand that they will need to do more tasks at home.

   b. Do you believe educational background is an important factor in meeting these new responsibilities?

      Educational background could be a factor in finding a job and getting a good salary.

   c. To what extent would personal qualities be a factor in helping the family through the crisis?

      Wendy was better organized and had already established a stronger helping relationship with her children. They had confidence in her ability to help them and the family as a whole.

      Iris had not yet developed the ability to organize her life and had not shown her children that she could cope with things in the larger world. She would have to become better organized and provide a more positive model for her family.

   d. Do you believe Wendy or Iris was in a better position to cope with the situation and meet the family needs? Why?

      Wendy was definitely in a much better position to cope, based on her educational background and her personal qualities.

   e. What are some other circumstances where women might find themselves co-supporters or the sole supporters of themselves and their families?

      Rapid increase in the cost of living; need for additional income.

      Husband loses his job.

High medical bills due to serious illness.

Divorce.

f. How much education do you believe women need today?

The points in the Background section could be mentioned here. It is particularly important to point out that in "most cases" there is a direct relationship between the amount of education and opportunities for self-fulfillment and economic security. Economic security could be defined as steady work and a reasonable salary. You might copy the following information on the chalkboard and discuss it with students as a general model of relationships. There are, of course, many exceptions to what the chart suggests.

Amount of Education	Opportunity For Self-Fulfillment	Opportunity For Economic Security
Did not complete High School	Low	Very Low
High School Graduate	Fair	Low
Community College Graduate	Moderate	Moderate
College or University Graduate	Above Average	Above Average
Graduate Degree	Excellent	Excellent

3. Divide the class into five groups and assign each group one of the five discussion questions that follows. Give them ten or fifteen minutes to prepare their recommendations. Then each group should read the assigned discussion question for the class and present its recommendations.

   a. Based on the case study, how much education do you believe would be appropriate for a young woman who intends to marry, have a family, and be a housewife all her life? What are your recommendations?

   b. What do you believe would be an appropriate amount of education for a woman who intends to have both a career and a family? What do you recommend?

   c. What educational preparation do you recommend for a woman who intends to pursue a career and not get married?

   d. What would you recommend to an eleventh grade female high school student who does not yet know what she intends to do with her life? Could course selection in high school become an important factor later in her life?

   e. What do you believe is the role of education in achieving self-fulfillment? What educational options would you recommend to friends who pursue the goal of self-fulfillment?

ADDITIONAL ACTIVITIES

1. Participation in activities of one's own choosing is one route to self-fulfillment. Through class discussion, generate a list of activities your students and their families enjoy and write these on the chalkboard. This could include surfing, snorkeling, diving, underwater photography, fishing, hiking, bird watching, music (listening, playing), art (throwing pots, painting, making jewelry, going to art exhibits), photography, etc. When the list is complete, ask the following questions. "To what extent do we realize self-fulfillment through personal activities?" "In what ways can education help us find interesting and satisfying personal activities?" You might consider each activity listed on the chalkboard in terms of how education could create an interest in the activity, or deepen interest, to make it more enjoyable.

2. Careers can be vehicles for self-fulfillment, though they are most frequently looked upon as routes to economic security. Invite your students to choose one or two areas of career interest and investigate the following:

   What are the work tasks? Would I enjoy doing the work?
   Would I have a feeling of self-fulfillment?
   What educational preparation is necessary?
   What are beginning, average, and top salaries in this work?
   Are there many job opportunities in this career area in Hawaii?

   Good sources of information are the Dictionary of Occupational Titles, Hawaii State Occupational Information System Guide, and Career Kokua.

216

CASE STUDY: TWO FRIENDS

Wendy and Iris were friends in elementary school and high school. Although Iris did not finish high school, and Wendy went on to college and became a physical therapist, they continued to be close friends. They married men who enjoyed similar activities (sports, auto mechanics, fishing). The two couples often did things together. Later they bought houses near each other. Both Iris and Wendy worked, Iris at a car rental agency checking cars in and out, Wendy as a physical therapist.

After several years both couples decided to start families. Iris and Wendy decided they would stay at home and care for their families while their children were young, rather than try to work and be mothers. For both Iris and Wendy, staying at home and raising a family was quite different from being active in the business world. Wendy's approach was to plan and organize her cooking, cleaning, and shopping so she could work quickly and efficiently. This left time to help her children with their schoolwork and activities, something she enjoyed very much. She also had time to see a few private physical therapy patients at home. This kept her in touch with her field and provided money to help with extras for the family--a vacation, a boat, a second car.

Iris took a different approach. With more time at home she did things when she felt like it. She watched daytime television. She read all her favorite magazines. She kept an eye on the children. Basically, she was bored. The children's schoolwork and activities did not interest her. She had not related well to school when she was a student. When her children asked for help with their schoolwork she would send them to Wendy. She was embarrassed when one of the children accused her of not knowing how to help them. But she knew it was true.

Something happened quite unexpectedly that gave new direction to both Wendy's and Iris' lives. Their husbands had been fishing together. On the way home their car was struck. Both men were critically injured. Iris' husband was in the hospital for six months, Wendy's for ten months. Neither man was able to return to work for over two years. There were bills to pay--the home mortgage payment, groceries, electricity, water, medical bills over and above what their medical insurances would cover. Both Iris and Wendy would have to assume most of the responsibility for providing for their families.

36. WORKING WOMEN THEN AND NOW

Overview

Students interview women in three age groups to learn about trends in the work force over three generations. They then focus on the women of today as they review case studies about four women preparing for careers. Using points brought out from discussing the case studies, students identify concerns that exist today as women seek careers outside the home.

Materials

A copy of "Case Studies: Career Women" for each student

BACKGROUND

Historically, women's primary life function has been associated with the home and family--as homemaker, wife, and mother. Over the years, this role has gradually changed. More and more women have entered the job force, some out of economic necessity, others to fulfill personal ambitions. One study reports that in 1880 almost 15% of all women age ten and older worked, while in 1979, 51% of all women sixteen and older worked.

One finds that not only are more women working today, but the kinds of jobs women hold also have changed. In the 1880's, most (86.3%) of the women who worked held positions such as domestic worker, laundress, dressmaker, milliner, tailoress, teacher, etc. The higher paying "professional" positions such as doctor, lawyer, engineer were occupied by men. Gradually, as the stereotypes about women's physical and mental capacities were broken down, more job opportunities for women became available.

Today, although some stereotypes still linger, women can choose from a full range of occupations. They also have access to educational and training opportunities necessary to function successfully in the occupations.

ACTIVITIES

1. Organize students to interview women from three different generations to learn their views concerning women in the work force. They should interview women from: grandmother's age group, mother's age group, their own age group. Students should ask questions about each woman's occupation and educational background; then write the information on charts like the ones following. Tell students that if they cannot interview a person directly, they might obtain the information through other relatives. For example, they could ask their fathers for information about their grandmothers.

	Did you work?	What was your occupation?	What is your educational background?
Grandmother's age group			

	Are you working?	What is your occupation?	What is your educational background?
Mother's age group			

	Do you plan to work?	What will your occupation be?	What education do you plan to receive?
My age group			

2. After students have completed the interviews, summarize the findings in a chart like the following. Copy the information on the chalkboard.

	Work (Calculate the percentage of women answering "yes")	Occupations (List occupations and the number of times each is mentioned)	Education (Use categories such as: Less than high school, High school, College, etc., and note the number of times each is mentioned)
Grand-mother's age group			
Mother's age group			
My age group			

3. Ask students to study the data they compiled and identify trends they think have occurred over three generations. If the class sample is characteristic, students should notice (a) an increase in the number of women working, (b) women entering a wider variety of occupations, and (c) women getting more education. Read to students the "Excerpt from Job Options for Women in the Eighties." Explain that if their sample did not show these general trends, it may be because the sample was not large enough or not representative of the general population.

4. Briefly discuss with students that as women establish themselves in the job force, the traditional roles of homemaker, wife, and mother must be adapted to include that of provider--a role traditionally belonging to men. Gaining this status, and accepting women in this new role has taken considerable effort, and although much progress has been made toward equalizing job opportunities, salaries, educational opportunities, etc. for both men and women, some problems still exist. Tell students that they will identify some of these concerns as they read four case studies and discuss non-traditional roles for women.

5. Give each student a copy of "Case Studies: Career Women." After they have finished reading, have students discuss each situation. Use the following questions to guide the discussion.

   Situation 1: Marlene

   a. If you were Marlene, would you be pleased with this summer job offer?

   b. What concerns, if any, do you believe Marlene might have about her assignment to the oil platform?

      (Oil geology has been a male-dominated field. She would have good reason to wonder whether the men will accept her as a fellow worker.)

   c. If Marlene has a boyfriend, how do you think he would feel about her accepting this job?

      (If Marlene's professional growth is important to him he will respect the opportunity and encourage and support her. If not, he may resent the opportunity and actually work against it.)

   d. If you were Marlene's parents, how would you feel?

      (Concern for her safety on a platform in the ocean; concern that she may not be respected and could be taken advantage of professionally and personally.)

   e. What is the basic problem you believe Marlene will face if she takes this job?

      (Acceptance by men in a male-dominated field.)

Situation 2: Lianne

a. If you were Lianne, what would attract you to this job?

(Interesting work, higher pay, contact with others, travel.)

b. Would you, as Lianne, consider rejecting the job because:

(a) You would earn more than your husband?
(b) You would have to be away from home periodically?
(c) Promotion could require moving?

c. If you were Don, would you consider your role as husband threatened if Lianne took this job, or see your marriage threatened by her time away from home and the need to transfer to another location?

d. Can two careers and a marriage work? Do you know of examples from your own experience? If so, how? If not, why not? How would the traditional roles of the husband and wife change with respect to maintaining the home and raising children?

e. What do you believe are Lianne's basic concerns in making a decision about accepting this new position?

(Keeping her career and her marriage working well.)

Situation 3: Wendy

a. If you were Wendy's parents, what objections would you have to her plans?

b. If you were Wendy, how would you defend your interests?

(Your talents should be used. The work you do must bring personal satisfaction.)

c. Can a woman do skilled labor and still be considered "feminine" and socially attractive?

d. What do you think will be Wendy's basic concerns in this profession?

Situation 4: Donna

a. Should an officer's opportunity to command be based on whether the person is male or female?

b. What are the qualifications for good leadership by a ship's commander?

c. Can a woman possess these qualities as well as a man?

d. If you were a crew member on the ship, how would you feel about a woman as your commander?

    e. If you were Donna, what would concern you most as you waited to take command of the ship?

6. To summarize the points brought out in the discussion, ask students to identify areas of concern faced by working women. Be sure students include the following:

    a. Acceptance by men in previously male dominated fields.

    b. Balancing responsibilities of the home and family with a career.

    c. Doing skilled labor and being accepted as a woman.

    d. Gaining acceptance from men when they are in positions of authority.

    e. Understanding of what you value in life.

ADDITIONAL ACTIVITIES

1. Have the students survey their grandparents, parents, and peers on attitudes toward women being educated and working in previously male dominated occupations.

2. Invite one or two women with non-traditional careers to come to class and share their experiences with the group.

3. Have students write predictions about what they think the trend of education and careers will be for women fifty years from now.

4. Ask students to identify occupations that are female dominated (nurse, secretary, preschool teacher) and discuss concerns that may occur as men enter these fields.

5. Show and discuss one of the following films/filmstrips available at the Career Information Center, Office of the State Director of Vocational Education, University of Hawaii.

    a. Women at Work: Choice and Challenge. Guidance Associates. 1975. (2 filmstrips, 2 cassettes, teacher's guide.) Part I gives an overview of work roles assigned to America's poor, middle class and privileged women from colonial times to the present. Part II provokes dialogue about stereotyped thinking, self-image, and justice and fairness in the world of work.

    b. The Women's Prejudice Film. Sandler Institutional Film. 1974. (16 mm film.) Film showing how jobs traditionally assigned to men are now successfully performed by women.

RESOURCE

U.S. Department of Labor. Job Options for Women in the Eighties. 1980. Pamphlet 18.

222

EXCERPT FROM JOB OPTIONS FOR WOMEN IN THE EIGHTIES

In the past century the number of women in the total labor force has grown from slightly over 2.5 million to over 43 million, and from almost 15 percent of all women age 10 and over in 1880 to 51 percent of all women age 16 and over in 1979.

Occupational choice has also widened from a few jobs closely related to and often performed in the home, to a much wider range of employment possibilities. In 1880, 86.3 percent of all women workers were employed in just 10 occupations, as domestic workers, laundresses, dressmakers, milliners and tailoresses, agricultural workers or farmers, cotton and woolen mill operatives, teachers, and restaurant and hotel workers. Today, while slightly over half of all women workers are employed in just 20 traditional women's jobs, there are some women working in almost every occupation. A number of jobs which are now considered "women's jobs" were considered very nontraditional a hundred years ago. For example, Clara Barton had to fight for permission to allow her trained nurses to care for injured soldiers on the battlefields during the Civil War. The Civil War also opened opportunities for women in teaching, which had been a male-dominated occupation up to that time. Men were also secretaries, clerks, stenographers, and office workers. In 1880, women were only 3.6 percent of all office workers; today they are almost 80 percent of all clerical workers, and over 98 percent of all secretaries, typists, and stenographers.

In the past, few women entered higher income professional disciplines, such as law, medicine, engineering, or science, and women are still underrepresented in these occupations today. For example, in 1979, only 12 percent of lawyers and judges and 3 percent of all engineers were women. Skilled craft or trade occupations in construction or manufacturing industries were virtually closed to women until recently. In 1978 only 6 percent of craft workers were women.

Occupational segregation by sex is primarily the result of sex-role stereotyping about appropriate roles and jobs for women and men. While traditional roles may be satisfying, they sometimes have the effect of limiting a woman's options before she is ready to make important choices about her future. For example, some girls of junior high or high school age are encouraged to avoid "difficult" mathematics and science courses and to think of themselves primarily as future wives and mothers. This kind of counseling does a great disservice to young women who are likely to be not only wives and mothers but also wage earners.

Great progress has been made in breaking down barriers to women's employment in higher paying skilled, professional, and technical occupations, and in improving employment conditions for all workers in the past century. Job opportunities for women in the 1980's will be more varied, more interesting, and better paying than ever before in history. Through gradual breaking down of stereotypes about women's physical and mental capabilities and increased access to education and training opportunities, women's work options have expanded to include virtually all occupational fields.

From Job Options for Women in the Eighties. Pamphlet 18, 1980. U.S. Department of Labor.

CASE STUDIES: CAREER WOMEN

Situation 1: Marlene

Marlene is a senior in college majoring in geology. She is interested in the extraction of oil from the ocean and she obtains work for the summer with an oil company. She is assigned to an oil platform in the North Sea. Her co-workers are European male oil technicians. They will live on the oil platform and have only two three-day vacation periods off the platform during this time.

Situation 2: Lianne

Lianne is a microbiologist. She has a Ph.D. and has been teaching at the same University as her husband, Don. She is offered an interesting and much higher paying job with a large pharmaceutical company in a town 15 miles away. The job requires considerable travel to other regional centers of the company and to workshops and seminars across the country. Promotion with the company could require transfer to a different regional office.

Situation 3: Wendy

Wendy would like to be an auto mechanic. She is very competent and won an award for her abilities in a state-wide competition. Her parents talk to her about her desire to become an auto mechanic. Wendy and her parents express their feelings to each other.

Situation 4: Donna

Donna went to the U.S. Coast Guard Academy and graduated with honors. She has served as an officer on board ship and on land for eight years. She has just been notified that in thirty days she will take over command of a Coast Guard Ship. The personnel aboard the ship (95% male and 5% female) have also just been notified.

37. SPECIAL EDUCATIONAL OPPORTUNITIES

Overview

Students are introduced to the College Opportunities Program, a federally subsidized academic support program for low income students who are motivated and have ability, but who may be deficient in some educational skills. The components of the program are explained as students consider a case study and identify personal qualities essential to success in the program.

Materials

A copy of "Ronda and Sam" for each student

ACTIVITIES

1. Give each student a copy of "Ronda and Sam." Ask them to read the case study and be ready later to identify what they believe are Ronda's and Sam's strengths that helped them to be admitted to the program. The following might be mentioned:

Ronda	Sam
Active	Motivated
Participation in sports	Sincere
Motivated	Determination to remedy past personal problems
Good selection of courses	
Good grades	Some good grades
Hard worker	

2. Explain that the special program Ronda and Sam applied to and participated in is the College Opportunities Program, a program provided by the federal government to help students from lower income families overcome educational handicaps, demonstrate their capabilities, and successfully complete academic work. On some campuses the program is called the Educational Opportunities Program. Although there is some variation in the way the program is operated on different campuses, the program Ronda and Sam participated in is typical of most.

3. Ask students to read the case study again and then identify the kinds of attitudes and personal qualities they believe students in the program should have. Following are attitudes and qualities they might suggest.

   Willingness to accept new ideas
   Interest in changing past behaviors
   Acceptance of the need to work hard

Receptivity to advice and correction from others
Absence of a need for self-pity
Determination to overcome past failures
Confidence that success is possible

Conclude the lesson by discussing with the class those events-actions-situations in school they believe encourage motivation and those that thwart it. Focus the discussion on the importance of self-motivation to success in life.

ADDITIONAL ACTIVITIES

1. Have a student--or several students--contact a College Opportunities Program counselor and a current or former student from the program to speak to the class and share their experiences. Prepare students in advance to ask questions pertinent to building a greater understanding of the program.

2. Obtain information--or have a committee of students take on the task--from the College Opportunities Program that describes the system of financial aid the program provides. A comparison should be made between the financial aid provisions of the program and the expenses typically incurred by a person who is not participating in the program.

RONDA AND SAM

Ronda was an active student in high school. She participated in softball and basketball; she was on the school social committee; she participated in art and music; she volunteered to work in a local hospital in the summer; and she took a full load of courses in English, social studies, math, and science. Her grades were B's and C's, but her test scores were low. She came from a loving home, but one with few extras due to lack of money. Because Ronda was a hard worker and highly motivated--and from a home background that had less money than others--she was eligible for a special program designed to help students in situations such as this.

Sam also was from a home that had less than others. He, too, had low test scores. He was generally motivated to learn, but he sometimes let personal problems get in the way of studies. He heard about this special program and applied. He didn't have the same grades as Ronda; his fluctuated between A's and F's. But he convinced the interviewing committee that his personal problems were behind him and he really wanted to learn. They judged him to be sincere and he was admitted to this special program.

Ronda and Sam spent the summer before their freshman year living in dorms on campus and participating in a special summer program. All of their costs were covered by a scholarship. They took courses, attended seminars on how to study, organize time, take notes, and prepare for exams. They learned from others who had been in the program before them what behaviors to avoid and those that lead to success.

At the end of the summer they were told that they would have one academic year to take courses and prove their abilities. But they were assured they could have as much help as they needed from counselors and tutors provided by the program.

At the end of their first year, both Ronda and Sam had made it. They had grade point averages of C or better and were admitted as regular students to the university. They could still have help from this special program if they needed it, but they had proven their abilities and were now regular students.

38. EDUCATIONAL OPPORTUNITIES FOR THE HANDICAPPED

Overview

Students become familiar with the ambitions and unique problems of the handicapped who wish to pursue higher education.

Materials

A copy of "Kokua" information sheet for every two students

ACTIVITIES

1. Copy the following case study on the chalkboard. After students have read the case study, discuss with them whether they would advise the three students to pursue their goals. Encourage them to state rationales for the advise they would give.

Case Study

> Margie, Dan, and Rosa are seniors in high school. They are the top three students in their school. Margie would like to be an engineer, Dan an accountant, and Rosa a lawyer. They each have grade point averages above 3.5. All three have taken four years of English, Social Studies, and math, and three years of science. They took the college entrance exams and scored well--between 500 and 550 on both verbal and math. Margie is deaf, Dan is confined to a wheelchair and has difficulty talking, Rosa is blind. They have attended a school for the handicapped since they were five years old.

2. After a brief period of discussion, tell the students that the school counselor urged all three to apply to the colleges and universities of their choice and pursue their careers. Ask students that if the counselor's advice is followed, what kind of problems might the three disabled students encounter in a college or university? List the problems on the chalkboard as they are suggested, and discuss them when appropriate.

3. Ask students that if they were the couselor, would they work with Margie, Dan, and Rosa to identify possible problems they could face and possible solutions to the problems? Why, or why not? Also ask them who they think should assume responsibility to help the three students function successfully on a college or university campus.

4. You should point out that the Rehabilitation Act of 1973, Sec. 504, passed by the United States Congress states that colleges and universities must provide assistance for handicapped students so they can have an equal opportunity to participate in higher education. Pass out copies of the

"Kokua" information sheet. Point out that the University of Hawaii at Manoa is not unique in offering services to the handicapped--most colleges and universities have some kind of program, though the particular services offered are different on each campus.

ADDITIONAL ACTIVITIES

1. Call a nearby college or university and ask if they provide assistance for the handicapped. If so, what help do they give? If none, why is this so?

2. Ask a representative of the college or university to speak on services provided for the handicapped.

3. Conduct a survey to learn if handicapped students in your school are provided with the services they need to function satisfactorily.

4. Have students role play a situation on accepting differences in people.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

KAHI O KA ULU ANA

"the growing place"

University of Hawaii at Manoa

Services Offered

1. Registration - Registering a handicapped student for their classes.
2. Exams - Giving a handicapped student the exam a professor has prepared thru a non-traditional format, i.e., verbally, in braille, or by tape.
3. Hand Enlarging - Writing a professor's assignment or a short reading in large letters so it can be read by a visually impaired student.
4. Library Assistance - Going to the library to find materials the handicapped need but cannot get for themselves.
5. Live Reading - Reading materials out loud to a visually impaired or blind student.
6. Mobility & Physical Assistance - Helping a handicapped student to move about on campus, to get in and out of a wheelchair, or give any other assistance of this type.
7. Note Taking - Going to class with a handicapped student and taking notes for them.
8. Proof Reading - Go over a paper a student has written and proof it for grammar, spelling and punctuation errors.
9. Reader Services - Xerox necessary materials for a student.
10. Secretarial Services - Type a paper for a handicapped student and perform other tasks of this kind.
11. Taping - Make tapes of reading material for visually impaired students.
12. Tutoring - Provide tutoring assistance for students who need help.
13. Van - Pick up and deliver students to campus. Provide transportation from one part of the campus to another. Return students to their homes.

39. TO WHICH SCHOOL SHALL I APPLY?

Overview

A case study introduces students to the importance of careful selection of colleges and universities to which they might apply. The case study illustrates the fallacy of assumptions such as "all colleges are alike" and "all schools have programs for everyone." Students discuss the case study and consider questions which help them learn to identify and prioritize their own interests. They also learn to identify special features of schools that correspond with their personal interests.

Materials

A copy of "Case Study: Which College for Lisa?" for each student

ACTIVITIES

1. Give each student a copy of the case study and a few minutes to read it. Then conduct a discussion addressing the following questions.

   a. Why do you think the counselor began the discussion by asking Lisa what her interests were? (a good way to select schools to consider is to match student interests with college programs)

   b. Many people believe that all colleges are pretty much alike. Do you agree or disagree with this? Why? Is there anything in the case study to support or reject this belief? (differences in academic program, size of school, type of activities; in Lisa's case only universities offered engineering programs and marching bands)

   c. Another common belief is that most students could be happy at any community college, college, or university. Do you agree or disagree with this? Is there anything in the case study to support or reject this idea? (Lisa felt she would be happier with a small or medium-sized school, and that she would be unhappy if she could not play softball and volleyball)

   d. Did Lisa get everything she wanted? Why, or why not?

   e. How did Lisa and the counselor resolve the problem of conflicting preferences? (they put her interests in order of importance, prioritizing them; they worked to satisfy the most important interests first; if something was sacrificed, it was a less important interest)

2. Read the following statements to the class. Ask students if the information provided in each statement is sufficient in terms of selecting schools to which a person might apply. They should state why they believe the information is sufficient or insufficient.

    a. "My uncle went there and got straight A's, so I'm going to go there."

    b. "My brother's friend goes to Sarasota University and says the social life is great, I'm going there."

    c. "Bennington University has a good academic reputation. That's where I want to go."

    d. "There's great sports at X.Y.U. I want to go where I can play for winning teams."

    e. "My mother's friend's daughter got a scholarship to Oxnard College. That's where I want to go."

3. Ask students to identify what they believe is important and necessary information to consider when selecting colleges or universities they might attend. (responses might include: academic programs offered; academic standards; extra-curricular activities available; financial information such as costs, aid, scholarships; type of social life; recommendations from people who have attended there.)

4. Remind students that in the case study Lisa began gathering information by identifying her own interests and putting them in order of importance. Ask students to list on a sheet of paper their own interests and to place them in order of importance. They should include the following (if applicable) among the interests they list:

    a. areas of study
    b. size of school (small, medium, large)
    c. sports
    d. extra-curricular activities
    e. location (Hawaii, mainland)

5. Make available to students who are interested reference books and catalogs for further investigation and identification of schools which they might consider attending.

ADDITIONAL ACTIVITIES

1. Invite several faculty members to speak to the class and describe how they chose the colleges they attended.

2. Ask students to make a list of good and poor reasons for choosing a particular college to attend.

3. Invite a counselor to talk with the class about some of the colleges and universities frequently selected by recent graduates of your school, and to share some of the strengths and weaknesses of those selected.

CASE STUDY: WHICH COLLEGE FOR LISA?

Lisa made an appointment to talk with her counselor about going to college. The meeting began with the counselor asking Lisa to identify what she believed would make her years in college a good experience. Lisa said that she would like to (1) play on softball and volleyball teams, (2) live in a coed dorm, (3) be a member of the marching band, (4) attend a small school where you can know everybody, and (5) study engineering and possibly major in aerospace engineering. The counselor then asked Lisa to arrange these five preferences by order of importance. After Lisa thought for a few minutes, she named them in the following order: (1) small school where you can know everybody, (2) women's softball and volleyball teams, (3) engineering program, (4) marching band, and (5) coed dorms.

The counselor pointed out that there might be a conflict between items 1 and 3 since she wanted to attend a small school and engineering programs are offered only at larger universities. It also was pointed out to Lisa that some medium-sized Liberal Arts colleges offer 3-2 programs where you study for three years at the Liberal Arts college and then attend a university for two years to study engineering. Should Lisa wish to do this she would have to attend a medium-sized school rather than a small one.

The counselor suggested to Lisa that she again consider her priorities, and asked how important it was for her to study engineering--since she had ranked the study of engineering third in order of importance. Lisa said it was very important to her, and that she would be willing to attend a medium-sized school that has a 3-2 program. But what about her interests in women's sports?

Lisa and the counselor looked at catalogs from colleges that have 3-2 engineering programs and found that many of them had women's softball and volleyball teams. They also learned that most colleges have coed dorms, and that only larger universities have marching bands. The counselor pointed out that each of the schools offering the 3-2 engineering program did have a concert band, and that she could possibly be in a marching band during the two years of study at a university.

After checking Lisa's grades and test scores, the counselor said that Lisa did meet the academic qualifications for admission to the schools that offered the 3-2 program. So Lisa agreed to think some more about which school she might attend, and then arrange for another meeting during which they could compare specific programs and activities at the schools that interest her most. After the meeting Lisa felt satisfied. She realized that she was unable to find a school that provided all of what she wanted, but that her most important priorities could be met.

40. ORGANIZING AND PRESENTING YOUR CREDENTIALS

Overview

Students learn about the kind of information they will need to compile and organize when applying for admission to a college or university. They use the "Common Application" as a model due to its general applicability. Students also are introduced to supporting documents and their importance to the application process. The lesson is concluded as they prepare a transcript and record of activities which they are encouraged to up-date throughout their remaining years of school.

Materials

Transparencies of pages of the "Common Application"
Transparencies of "Autobiographical Statement" and "Letter of Recommendation"

BACKGROUND

A recent study by The College Board on undergraduate admissions practices indicates that school recommendations, personal essays, and participation in activities are important factors in undergraduate admissions at two-year private, four-year public, and four-year private schools (Undergraduate Admissions: The Realities of Institutional Policies, Practices, and Procedures. pp. 19-20).

Because colleges and universities in Hawaii have not required these items, students sometimes assume that all they need to apply to a college is an application and a copy of their transcript showing grades and test scores. Mainland schools do not all fall into this category, particularly competitive schools that have more applicants with good grades and test scores than they can accept. Supporting papers are sometimes essential in these schools.

This lesson is designed to introduce students to the application process. What is a college application like? What kind of information must sometimes be included with it? What does a transcript look like? Are teacher recommendations needed? What do teachers include in their letters? These are some of the questions students will address in this lesson.

A Common Application published by the National Association of Secondary School Principals is used because of its general applicability to many schools. You may elect, however, to use a copy of the University of Hawaii application or an application from one or more colleges and universities in Hawaii.

ACTIVITIES

1. Explain to students that each college and university sets its own admissions standards and designs its own admission process. They tend, however, to fall into several categories.

   Community Colleges Requirements: high school graduate, eighteen years old or older; grade point average, test scores, supporting recommendations are not required.

   Less Competitive Colleges and Universities Requirements: graduation from high school; submission of grades and test scores; minimum grade point average of 2.0.

   Competitive Colleges and Universities Requirements: graduation from high school; minimum of 2.8 grade point average; test scores in the 400's; letters of recommendation (sample included with this lesson); student essays; evidence of talent.

   Very Competitive Colleges and Universities Requirements: graduation from high school; high grade point averages and test scores; emphasis on recommendations, essays, involvement in extra-curricular activities.

2. Use transparencies of the "Common Application" and other documents to discuss the kind of information students may have to provide when applying for admission. Discuss in detail each section listed below and possible items within each section.

   The Common Application

   a. Biographical Information Name, address, phone number, age, birthdate, citizenship, marital status, ethnic background.

   b. Educational Information High schools attended, including summer programs and special institutes; indication of whether school(s) was public or private; date of high school graduation; name and phone number of college counselor; colleges attended; probable major in college; career objectives; scores on college entrance examinations.

   c. Family Background Name and address of parents or guardian; nature of their work; educational background of parents.

   d. Academic Honors

   e. Extra-curricular and Personal Activities

   f. Work Experience

   g. A Personal Essay A choice of four topics; the essay may illustrate ability to organize ideas and express them clearly; it also should reveal individuality of the applicant.

   h. School Report Rank in class; intellectual promise, motivation, maturity, integrity, independence, originality, leadership potential, capacity for growth, special talents and interests.

i. Teacher References Academic abilities; personal characteristics.

Supporting Documents

a. Transcript Use a copy of your school's transcript and point out its major sections such as courses offered, courses taken, grades and explanation of grading system; grade point average and how it is computed; rank in class; test scores.

b. Autobiographical Statement Use the example included with this lesson. Point out that there is no standard way it should be written.

c. Examples of Talent and Ability Students who are talented in writing can submit several examples of their writing; musicians can submit tapes; drama students or athletes can submit videotapes; art students can submit slides of their work.

3. Conclude the lesson by pointing out to students that one of the most useful things they can do is plan ahead. Am I taking the right courses? Are my grades improving? Am I participating in extra-curricular activities? Am I behaving in mature ways? Which teachers would I like to write recommendations for me? Which of my activities best shows my talents?

4. Provide each student with a blank copy of your school transcript. Have them note the courses they have taken so far and the grades they received. They also can include the courses they intend to take and keep the transcript as a personal record which they will update each semester.

   Also emphasize the need to keep good records of activities. Students should keep a record of extra-curricular activities, jobs they have, volunteer activities, and participation in community events.

ADDITIONAL ACTIVITIES

1. Ask each student to choose one of the essay questions from the Personal Statement section of the application form and write an essay which could be included with the application.

2. Pair the students and have each one write a letter of recommendation for the other. Recommend that they include statements about academic ability; talents, interests and activities outside of class; personal characteristics (maturity, independence, ability to get along with others, etc.); and explanations for any weaknesses such as poor grades one semester or failure in a particular subject area.

RESOURCE

"Common Application," copies may be ordered from the National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

AUTOBIOGRAPHICAL STATEMENT

This is a great opportunity for me. I finally get a chance to tell something about myself.

I really like athletics. While in high school I have earned three varsity letters a year playing volleyball, softball, and basketball. Besides playing these team sports I also enjoy horseback riding, swimming, bowling, and soccer. I hope to continue my athletic activities during my college years.

During my free time, I have a great variety of interests. I like gardening, writing poems, dancing hula, studying marine life, crocheting, and working in several art areas including batik, ceramics, jewelry, and silk screening. I especially like to help those people who are handicapped or disabled in any way.

This past summer I worked at the Hawaii State Hospital and at Habilitat 2. At the State Hospital, I helped with physical care, physical therapy, and companionship. This was a particularly happy experience for me. I really love to work with these people. At Habilitat 2, I was a companion and enjoyed that also.

At school I am a member of the Student Activity Committee, Social Committee (chairman), Public Relations Committee, and the Annual Committee. Being a member of these committees is valuable to me for then I can share my opinions on things and I know what is happening in our student body. I also had the pleasure of being our 1978 May Day Court princess for the Big Island.

I play the flute and piccolo and I am a member of our concert band and concert orchestra. I also love to dance. I dance Maori, Tahitian, modern hula, and Samoan dances. I am a member of our school's Polynesian ensemble dance group, which has performed all over Oahu and on the mainland.

I have had a number of opportunities to travel. Some of these were connected with athletics or dance trips to the neighbor islands and to the mainland. During one of my visits to the mainland, to Tacoma, Washington, I spent my time working in a day care center for young children. I was a teacher's aide in this day care center and I really enjoyed working with these children. My visits to the mainland included California, Oregon, Washington, and the western part of Canada.

LETTER OF RECOMMENDATION

Director of Admissions:

Sherry was my student in eleventh and twelfth grade English. She is one of the most imaginative thinkers in her class, a characteristic that is not immediately apparent because of her inherent modesty. Through her responses to literature, her conscientious maintenance of a daily journal, and her creative work, I have learned to appreciate the high quality of her perceptions and her ability to incorporate them into her personality.

A strikingly beautiful, soft-spoken, graceful individual, Sherry considers shyness to be a personal shortcoming. While she has not directly indicated to me, I suspect that a good part of her shyness is linked with her lack of confidence with English, which is her second language. Certainly she has had problems along those lines, but just as certainly she has worked very hard at overcoming them. And due to her hard work, her high intelligence, and her sensitivity to language, she has overcome many of her problems during the two years she has been in my class. She is obviously gaining confidence in her ability to speak and write English, and her shyness decreases as her confidence increases. I suspect shyness will cease to be a problem with Sherry rather soon.

Sherry has actively explored various art forms, notably ceramics and weaving; she has participated in our school's select chorus, and has acted in a film which was written, directed, and produced by students. Having recently discovered tennis, she is an enthusiastic and rapidly improving member of our school's team. Because of her forthright approach to practically every endeavor, she inspires devoted friendship among both students and faculty.

Sherry has a unique sense of humor, which is, as befits her personality, subtle, understated, and sophisticated. Sense of humor is the mark not only of intelligence, but also of a personality strong enough to maintain a balanced perspective. It is another of the positive elements in one of the most promising students in our current senior class. I have absolute confidence in Sherry and give her a very strong recommendation.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston College • Boston University • Bowdoin
Brandeis • Bucknell • Carleton • Case Western Reserve • University of Chicago • Clark • Coe • Colby • Colby-Sawyer • Colgate • Colorado College • Davidson
Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin and Marshall
Furman • Gettysburg • Goucher • Hamilton • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette
Lawrence • Lehigh • Lewis and Clark
Manhattanville • Mills • Mount Holyoke
New York University • Oberlin

COMMON APPLICATION

Linfield • Macalester • Manhattan
Muhlenberg • Newcomb College
Occidental • Ohio Wesleyan • Pitzer
Pomona • University of Puget Sound • Randolph Macon Woman's College • University of Redlands • Reed • Rice • University of Richmond • Ripon
University of Rochester • Rollins • St Lawrence • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • University of the South
Stephens • Stetson • Susquehanna • Texas Christian University • Tulane • Valparaiso • Vanderbilt • Vassar • Washington College
Washington University • Washington and Lee • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams

THE 1980-81 COMMON APPLICATION

WHY A COMMON APPLICATION?

The colleges and universities listed above, selective private institutions from all regions of the United States, have worked together to develop and distribute the Common Application. *Many of the colleges use the Common Application exclusively. All encourage its use.* Extensive experience with this form over a period of several years has demonstrated its advantages to both students and counselors. Students are urged to use this form, rather than writing to participating colleges for application materials. *The "Application for Undergraduate Admission" must be completed only once; photocopies may then be sent to any number of participating colleges.* The same is true of the "School Report" and "Teacher Reference" portions. This procedure simplifies the college application process by saving time and eliminating unnecessary duplication of effort.

APPLICANTS:

Please fill out the application for undergraduate admission that accompanies this instruction sheet. Have it photocopied for each listed college to which you are applying. Mail it, along with the appropriate fee, to the office of admissions of each of the colleges you have chosen. Application fees and deadlines for each participating college are listed.

If you are applying to one of the colleges as an Early Decision Candidate, check for that college's Early Decision deadline and notify the college of your intent at the time you send in the application. You should also inform your counselor.

Next, on the sheet listing colleges check in the box to the left of each college to which you are applying and give the sheet, along with the School Report, to your guidance counselor. He or she needs this list in order to send school reports for you to the colleges. Your school may charge a small fee to cover photocopying, processing and/or postage.

If any of the colleges to which you are applying request a Teacher Reference, ask a teacher(s) to complete that form as instructed and to mail it to the appropriate college(s). A few of the colleges indicate they want additional writing samples. If you are applying to one of those, you may photocopy a paper which was submitted as a regular school assignment. The photocopy(ies) should contain the teacher comments and grade.

Upon receipt of your application some colleges, as indicated, will request supplementary material. Complete this material according to their instructions and return as rapidly as possible. Some will give you a deadline date. Note this date is often different (usually later) from the application deadline.

COUNSELORS:

When a student returns this form to you, complete a school report for him or her and photocopy the report for each of the colleges the student has checked. Then mail to each of those colleges a copy of the school report with the Secondary School Record or a legible copy of the "Transcript" form used in your school. If available, please enclose copies of the School Profile and "Transcript" legend.

Printed and distributed on behalf of the participating colleges by the National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston College • Boston University • Bowdoin
Brandeis • Bucknell • Carleton • Case Western Reserve • University of Chicago • Clark • Coe • Colby • Colby-Sawyer • Colgate • Colorado College • Davidson
Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin and Marshall
Furman • Gettysburg • Goucher • Hamilton • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette
Lawrence • Lehigh • Lewis and Clark • Linfield • Macalester • Manhattan
Manhattanville • Mills • Mount Holyoke • Muhlenberg • Newcomb College
New York University • Oberlin • Occidental • Ohio Wesleyan • Pitzer

COMMON APPLICATION

Pomona • University of Puget Sound • Randolph Macon Woman's College • University of Redlands • Reed • Rice • University of [illegible]nd • Ripon
University of Rochester • Rollins • St. Lawrence • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • University of the South
Stephens • Stetson • Susquehanna • Texas Christian University • Tulane • Valparaiso • Vanderbilt • Vassar • Washington College
Washington University • Washington and Lee • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams

THE 1980-81 COMMON APPLICATION

Legal name: ____
Last *First* *Middle*

The colleges listed above encourage the use of this Common Application. Instead of having to write to each of these colleges for application materials and then having to complete a number of similar but different forms, you may complete the application once and send a photocopy of it as your application for admission to any Common Application college. The participating selective colleges and universities have developed this program in order to simplify for students and high school counselors the process of applying to college.

☐ *AGNES SCOTT COLLEGE, DECATUR, GA 30030.* Women. $15. Deadline: none. Requires the SAT and three Achievement Tests (including English Composition) or ACT. Supplementary information required; notification is by rolling admissions. Terms begin September 7, January 4 and March 29.

☐ *ALFRED UNIVERSITY, ALFRED, NY 14802.* Coed. $20. Deadline. February 1. Early decision deadline December 1; notification December 15. Regular notification is by rolling decision with March 1 reply date. Requires SAT or ACT. One teacher or guidance counselor recommendation required. Terms begin August 28 and January 12.

☐ *ALLEGHENY COLLEGE, MEADVILLE, PA 16335.* Coed. $20. Deadline March 1. Requires the SAT or ACT: Achievement Tests recommended, but not required. Two teacher recommendations. Deadline for early decision application is December 31; notification is between October 1 and January 31. Regular notification date is March 31. Terms begin September 11, January 5, and March 30.

☐ *AMERICAN UNIVERSITY, WASHINGTON, DC 20016.* Coed. $20. Deadline: August 1. SAT or ACT required and English Achievement Test required. Deadline for an early decision is rolling; notification is by rolling admissions. Regular notification is by rolling admissions. Terms begin September 2 and January 12 and May 11.

☐ *ANTIOCH COLLEGE, YELLOW SPRINGS, OH 45387.* Coed. $20. Deadline: March 1. Requires the SAT or ACT. Supplementary information required. Regular notification is by rolling admissions after December 15. Terms begin in September, January and April.

☐ *BARD COLLEGE, ANNANDALE-ON-HUDSON, NY 12504.* Coed. $20. Deadline for regular application: March 31. SAT or ACT recommended. Additional writing sample recommended. Teacher recommendation required for transfers. Immediate Decision Plan offers same day notification through specially scheduled (by appointment) one day admission programs conducted from November-March. Regular notification by mid-April.

☐ *BATES COLLEGE, LEWISTON, ME 04240.* Coed. $25. Deadline: February 1. Requires the SAT and three Achievement Tests (including English). One teacher recommendation required. Deadline for an early decision application is January 15; notification date is January 30. Regular notification date is April 15. Terms begin in September and January, short term mid-April.

☐ *BELOIT COLLEGE, BELOIT, WI 53511.* Coed. $20. Deadline: rolling. Requires the SAT or ACT. Teacher recommendation required in some cases; optional for most candidates. Regular notification is by rolling admissions. Terms begin August 23 and January 19.

☐ *BENNINGTON COLLEGE, BENNINGTON, VT 05201.* Coed. $25. Deadline March 1. One teacher recommendation required. Deadline for early decision application is November 15; notification date is December 10. Regular notification is by rolling decision with April 15 reply date. Terms begin September 8 and March 5.

☐ *BOSTON COLLEGE, CHESTNUT HILL, MA 02167.* Coed. $30. Deadline: January 15. Requires SAT and three Achievement Tests, including English and Math, or ACT. Supplementary information required; deadline February 6. One teacher recommendation required. Deadline for an early decision application is November 1; notification date is December 15. Regular notification date is April 15. Terms begin September and January

☐ *BOSTON UNIVERSITY, BOSTON, MA 02215.* Coed $25 Deadline February 1. Requires SAT or ACT: and Achievement Tests for accelerated programs. Supplementary information required. Teacher recommendation for accelerated programs required. Deadline for an early decision application is November 15; notification is December 15. Regular notification is by April 15. Terms begin September 4 and January 19.

☐ *BOWDOIN COLLEGE, BRUNSWICK, ME 04011* Coed $25 Deadline: February 1. The SAT and Achievement Tests are optional. Supplementary material required; deadline: February 1. One English teacher recommendation, mid-year grades and peer reference required. Additional writing sample recommended. Deadline for an early decision application is November 15, notification date is December 15. Regular notification date is mid-April. Terms begin August 30 and January 15

☐ *BRANDEIS UNIVERSITY, WALTHAM, MA 02254* Coed $25 Deadline: February 15. Requires the SAT V and M and three Achievement Tests. One teacher recommendation required. Deadline for an early decision application is January 1; notification is within four weeks of receipt of completed application. Regular notification is April 15. Terms begin in September and January.

☐ *BUCKNELL UNIVERSITY, LEWISBURG, PA 17837* Coed $20 Deadline: January 1. Requires the SAT. Two teacher recommendation required. Supplementary information required; deadline same as for application. Writing sample recommended. Deadline for an early decision application is December 1; notification is by December 15. Regular notification date: by April 1. Term begins in September.

☐ *CARLETON COLLEGE NORTHFIELD, MN 55057* Coed $20 Deadline: February 1. SAT (preferred) or ACT; three Achievement Tests (including English) recommended, but not required. Supplementary information required; deadline: as soon as possible. One teacher recommendation required. Deadline for an early decision application is January 1; notification is 2-3 weeks following completion of application. Regular notification date is April 15 or rolling (applicant's choice). Terms begin in September, January and March.

☐ *CASE WESTERN RESERVE UNIVERSITY, CLEVELAND, OH 44106* Coed. $20. Deadline: March 15 for regular admission; January 15 for Pre-Professional Scholars Program; and March 1 for Academic Awards Program. Requires the SAT or ACT; strongly recommend three Achievement Tests, including English Composition. Supplementary information required. Notification is by rolling admissions. Terms begin in late August, mid-January, and June. CA pertains to Case Institute of Technology and Western Reserve College.

☐ *THE UNIVERSITY OF CHICAGO, CHICAGO, IL 60637* Coed $20. Deadline: January 15. Requires the SAT or ACT. Supplementary information required; deadline: January 15. Personal interview (preferred) or two teacher recommendations required. Additional writing sample required. Deadline for an early decision application is October 15 notification date is December 1. Regular notification date is April 8. Term begins September 28.

☐ *CLARK UNIVERSITY, WORCESTER, MA 01610.* Coed $20 Deadline: February 15. Requires the SAT and three Achievement tests including English. One teacher recommendaton required. Deadline for an early decision application is January 15 (rolling); notification date is rolling. Regular notification date is April 1. Terms begin September 8 and January 20.

Printed and distributed on behalf of the participating colleges by the National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091

☐ *COE COLLEGE, CEDAR RAPIDS, IA 52402*. Coed. $15. Deadline: none. Requires the SAT and/or ACT. Regular notification is by rolling admissions. Terms begin September, January, and February.

☐ *COLBY COLLEGE, WATERVILLE, ME 04901*. Coed. $30. Deadline: February 1. Requires the SAT and three Achievement Tests, including English. Will accept ACT. Deadline for early decision application is January 15; notification of early decision action is within 4 weeks of completed application, but no earlier than December 1. Regular notification date is April 15. Terms begin September 10 and February 9.

☐ *COLBY-SAWYER COLLEGE, NEW LONDON, NH 03257*. Women. $15. Deadline: April 15. Requires the SAT or ACT. One teacher recommendation required. Deadline for an early decision application is November 15; notification is by December 1. Regular notification is by rolling admissions after January 1. Term begins in September.

☐ *COLGATE UNIVERSITY, HAMILTON, NY 13346*. Coed. $25. Deadline: January 15. Requires the SAT and three Achievement Tests (including English composition) or ACT. One teacher recommendation required. Deadline for an early decision application is by rolling admissions until January 15; notification within 2-3 weeks after completion of application. Regular notification date is in early April. Term begins September 8.

☐ *COLORADO COLLEGE, COLORADO SPRINGS, CO 80903*. Coed. $15. Deadline: mid-February. Requires the SAT or ACT. Supplementary information required. Terms begin in summer and fall for freshmen and transfers and January for transfers only. Notification date is April 1-15.

☐ *DAVIDSON COLLEGE, DAVIDSON, NC 28036*. Coed. $20. Deadline: February 15. Deadline for early decision is November 15; notification is December 1. Requires SAT. Additional writing sample required. Supplementary information required; deadline for receipt is February 15. Two teacher recommendations and one character reference are required. Regular notification date is April 1.

☐ *DENISON UNIVERSITY, GRANVILLE, OH 43023*. Coed. $20. Deadline: February 1. Requires the SAT or ACT. Supplementary admissions information form required; one teacher recommendation required. Early decision is by rolling admissions until January 1; notification is within three weeks of completion of application. Regular notification is by April 15. Terms begin September 3 and February 3.

☐ *UNIVERSITY OF DENVER, DENVER, CO 80208*. Coed. $15. Deadline: May 1. Requires the SAT or ACT. One counselor recommendation required. Deadline for an early decision application is December 1; notification is December 15. Regular notification is by rolling admission. Classes begin September 16, January 3, January 5, and March 26. CA applies to College of Arts and Sciences and College of Business Administration.

☐ *DEPAUW UNIVERSITY, GREENCASTLE, IN 46135*. Coed. $20. Deadline: October 1, December 1, February 1, March 1, April 1. Regular notification dates (corresponding to deadline dates): October 15, December 15, February 15, March 15, April 15. Requires ACT or SAT. Supplementary information required; deadline for receipt: two weeks following application. Terms begin August 23 and January 30.

☐ *DICKINSON COLLEGE, CARLISLE, PA 17013*. Coed. $20. Deadline: March 1. Requires the SAT or ACT. Deadline for an early decision application is December 15; notification date is by January 1. Regular notification date is between March 1 and March 30. Terms begin September 3 and January 21.

☐ *DREW UNIVERSITY, MADISON, NJ 07940*. Coed. $20. Deadline: March 1. Requires the SAT; writing sample recommended; deadline for an early decision application is December 1; notification date is December 15. Regular notification is March 1, April 1. Terms begin in September and February.

☐ *EARLHAM COLLEGE, RICHMOND, IN 47374*. Coed. $15. Deadline: March 15. Requires the SAT or ACT. One teacher recommendation required. Deadline for an early decision application is December 1; notification date is January 15. Regular notification is by rolling admissions beginning January 15. Terms begin September 11, January 5, and March 26.

☐ *ECKERD COLLEGE, ST. PETERSBURG, FL 33733*. Coed. $15. Deadline: rolling. Requires the SAT or ACT. One teacher recommendation required. Deadline for early decision application is rolling; early decision notification by January 1. Regular notification date is rolling beginning October 15. Terms begin August 14, September 7, January 4, February 1.

☐ *ELMIRA COLLEGE, ELMIRA, NY 14901*. Coed. $15. Rolling admissions through beginning of classes. Requires two teacher recommendations. Early decision deadline November 1, notification by December 1. Regular notification is rolling after January 1. Terms begin September and January.

☐ *EMORY UNIVERSITY, ATLANTA, GA 30322*. Coed. $25. Deadline: February 15. Requires the SAT or ACT; Achievement Tests recommended. Deadline for an early decision application is November 1; notification date is December 1. Regular notification is by rolling admissions on January 15, February 1, March 1 and April 1. Terms begin in September, January, March, and June. CA pertains to College of Arts and Sciences. Applications for Financial Aid are enclosed with admissions forms or may be obtained by writing to the Office of Financial Aid. Student Financial Aid Form is also required.

☐ *FAIRFIELD UNIVERSITY, FAIRFIELD, CT 06430*. Coed. $20. Deadline: March 1, SAT; Achievement Tests required. Deadline for early decision: December 1; notification by December 20. Regular notification March 20. Terms begin September 1 and January 20.

☐ *FISK UNIVERSITY, NASHVILLE, TN 37203*. Coed. $10. Deadline: June 15. Recommends the SAT or ACT. Achievement Tests recommended but not required. One teacher recommendation required. Notification is by rolling admissions. Terms begin August 30 and January 9.

☐ *FORDHAM UNIVERSITY, BRONX, NY 10458 and NEW YORK, NY 10023. Central Office of Admissions, Bronx, NY 10458*. Coed. $15. Requires the SAT or ACT. Achievement Tests recommended but not required for placement purposes: English Composition, language, math or science. Supplementary information required; deadline 2 weeks after application. Deadline for early decision is November 1, notification by December 15. Regular notification date is by rolling admissions. Terms begin in September and January.

☐ *FRANKLIN AND MARSHALL COLLEGE, LANCASTER, PA 17604*. Coed. $25. Application deadline: February 10. SAT or ACT and English Achievement Tests required. Supplementary information required. Writing sample required. One teacher recommendation required. Deadline for an early decision application is between Nov. 15-Feb. 1, notification date is December 15-February 15. Regular notification date is April 1. Term begins last week of August.

☐ *FURMAN UNIVERSITY, GREENVILLE, SC 29613*. Coed. $20. Deadline: February 1. Requires the SAT. Supplementary information required; deadline: February 1. Deadline for an early decision applicaton is December 1; notification date is December 15. Regular notification date is March 1. Term begins September 14.

☐ *GETTYSBURG COLLEGE, GETTYSBURG, PA 17325*. Coed. $20. Deadline: February 15. Requires SAT (preferred) or ACT. Deadline for an early decision application is November 15; notification date is December 10. Regular notification date is by April 1. Terms begin September 4, January 5, and February 9.

☐ *GOUCHER COLLEGE, TOWSON, MD 21204*. Women. $25. Preferred deadline: March 1. Requires the SAT or ACT. Two teacher recommendations required. Deadline for an early decision application is November 15, notification date is December 10. Regular notification is by rolling admissions. Term begins in September.

☐ *HAMILTON COLLEGE, CLINTON, NY 13323*. Coed. $25. Deadline: February 1. Requires the SAT or ACT. Interview required; deadline: February 15. Additional writing sample required. One teacher recommedation suggested. Deadline for early decision application is February 1; notification is two weeks after completion of file. Regular notification date is April 15. Term begins September 2. (February 2 term open only to transfer applicants.)

☐ *HAMPSHIRE COLLEGE, AMHERST, MA 01002*. Coed. $30. The SAT and Achievement Tests are optional. Supplementary material required. Deadline for an early decision application is December 1; notification date is December 15. Deadline for early action students is January 10; notification date is February 1. Deadline for regular first year applicants is February 15; regular notification date is April 2. Terms begin in September, January and February.

☐ *HARTWICK COLLEGE, ONEONTA, NY 13820*. Coed. $20. Deadline: March 1. Requires the SAT and/or ACT. One teacher recommendation required. Deadline for an early decision application is November 1; notification date is December 1. Regular notification is March 15. Rolling admission after March 15. Terms begin September 9, January 5 and February 10.

☐ *HAVERFORD COLLEGE, HAVERFORD, PA 19041*. Coed. $25. Deadline: January 31. Requires the SAT and three Achievement Tests, including English Composition. Two teacher recommendations required. Deadlines for an early decision application are November 15 and January 5; notification dates are December 15 and February 5. Regular notification is April 15. Terms begin August 30 and January 19

☐ *HOBART COLLEGE, GENEVA, NY 14456*. Men (Coordinate with William Smith College for Women). $20. Deadline: February 15. Requires the SAT and English Composition Achievement Test, or ACT. Two teacher recommendations required. Additional writing sample recommended. Deadline for an early decision application is January 1; notification 30 days after completion of credentials. Terms begin September 8, December 1, and March 16.

☐ *HOOD COLLEGE, FREDERICK, MD 21701*. Women. $20. Deadline: March 31. Requires SAT or ACT. One recommendation required. Deadlines for an early decision application are November 15 and January 15; notification dates are December 15 and February 15. Regular notification is April 15.

☐ *KALAMAZOO COLLEGE, KALAMAZOO, MI 49007*. No fee. Coed. Deadline: April 15. Requires the SAT or ACT. Recommend teacher recommendation. Deadline for early decision application is rolling; notification is by rolling admissions. Terms begin September 29, January 5, March 30 and June 22.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston College • Boston University • Bowdoin
Brandeis • Bucknell • Carleton • Case Western Reserve • University of Chicago • Clark • Coe • Colby • Colby-Sawyer • Colgate • Colorado College • Davidson
Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin and Marshall
Furman • Gettysburg • Goucher • Hamilton • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette
Lawrence • Lehigh • Lewis and Clark
Manhattanville • Mills • Mount Holyoke
New York University • Oberlin

COMMON APPLICATION

Linfield • Macalester • Manhattan
Muhlenberg • Newcomb College
Occidental • Ohio Wesleyan • Pitzer
Pomona • University of Puget Sound • Randolph Macon Woman's College • University of Redlands • Reed • Rice • University of Richmond • Ripon
University of Rochester • Rollins • St. Lawrence • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • University of the South
Stephens • Stetson • Susquehanna • Texas Christian University • Tulane • Valparaiso • Vanderbilt • Vassar • Washington College
Washington University • Washington and Lee • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams

APPLICATION FOR UNDERGRADUATE ADMISSION

These colleges and universities encourage the use of this application. The accompanying instructions tell you how to complete, copy, and file your application to any one or several of the colleges. Please type or print in black ink.

Legal name: ______________________ ______ ______
Last *First* *Middle (complete)* *Jr., etc.* *Sex*

Prefer to be called: ______________ (nickname) Former last name(s) if any: ______________

Are you applying as a freshman ☐ or transfer student ☐ ? For the term beginning: ______________

Permanent home address: ______________________
Number and Street

______________________ State of legal residence ______________
City or Town *County* *State* *Zip*

If different from the above, please give your mailing address for all admission correspondence:

Mailing address: ______________________
Number and Street

____
City or Town *State* *Zip*

Telephone at mailing address: ______ / ______ Permanent home telephone: ______ / ______
Area Code *Number* *Area Code* *Number*

Birthdate: ______________
Month Day Year

The following items are optional: Social Security number, if any: ☐☐☐ ☐☐ ☐☐☐☐

Place of birth: ______________ Marital status: ______________ Height: ________ Weight: ________

Of what country are you a citizen? ______________ Type of Visa ________ Visa Number ________

How would you describe yourself? (Please check one)
- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander (including Indian subcontinent)
- ☐ Black (non-Hispanic)
- ☐ Hispanic (including Puerto Rican)
- ☐ White, Anglo, Caucasian American (non-Hispanic)
- ☐ Other (Specify) ______________

EDUCATION

Please list all the secondary schools, including summer schools, programs, and institutes you have attended since 8th grade.
Schools attended, present school first:

Name of School	Location (City, State, Zip)	Dates Attended

Present secondary school ACT/CEEB code number: ______________ Date of secondary school graduation: ______________

Is your school public? ________ private? ________ parochial? ________

College advisor: ______________________ School telephone: ______ / ______
Name *Position* *Area Code* *Number*

Please list all colleges at which you have taken courses for credit and list names of courses on a separate sheet. Please have a transcript sent from each institution as soon as possible.

Name of College	Location (City, State, Zip)	Degree Candidate?	Dates Attended

If you are not attending school at the present time, please describe what you are doing:

Probable area(s) of academic concentration / major:

Special college or division if applicable:

Probable career or professional plans:

Will you be a candidate for financial aid? Yes No If yes, the appropriate form(s) was/will be filed on:

TEST INFORMATION Be sure to note the tests required for each institution to which you are applying. The appropriate test scores must be submitted to each institution as soon as possible. Please list your test plans below.

	Scholastic Aptitude Test (SAT)	Achievement Tests (ACH)	Subjects			American College Test (ACT)
Dates taken or						
to be taken						

FAMILY

Father's full name: Is he living?

Home address if different from yours:

Occupation: *(Describe briefly)* *(Name of business or organization)*

Name of college (if any): Degree: Year:

Name of professional or graduate school (if any): Degree: Year:

Mother's full name: Is she living?

Home address if different from yours:

Occupation: *(Describe briefly)* *(Name of business or organization)*

Name of college (if any): Degree: Year:

Name of professional or graduate school (if any): Degree: Year:

If not with both parents, with whom do you make your permanent home:

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates:

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston College • Boston University • Bowdoin
Brandeis • Bucknell • Carleton • Case Western Reserve • University of Chicago • Clark • Coe • Colby • Colby-Sawyer • Colgate • Colorado College • Davidson
Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin and Marshall
Furman • Gettysburg • Goucher • Hamilton • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette
Lawrence • Lehigh • Lewis and Clark • Linfield • Macalester • Manhattan
Manhattanville • Mills • Mount Holyoke • Muhlenberg • Newcomb College
New York University • Oberlin • Occidental • Ohio Wesleyan • Pitzer
Pomona • University of Puget Sound • Randolph Macon Woman's College • University of Redlands • Reed • Rice • University of Richmond • Ripon
University of Rochester • Rollins • St. Lawrence • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • University of the South
Stephens • Stetson • Susquehanna • Texas Christian University • Tulane • Valparaiso • Vanderbilt • Vassar • Washington College
Washington University • Washington and Lee • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams

COMMON APPLICATION

SCHOOL REPORT

SECONDARY SCHOOL ADVISOR EVALUATION

These colleges and universities have agreed to accept a copy of this school report instead of their own forms. Please type or print in black ink.

APPLICANT

After filling in your name and address below, give this form to your college advisor.

Student name: ______________________________
Last *First* *Middle (complete)* *Jr., etc.*

Address: ______________________________
Street *City* *State* *Zip*

SECONDARY SCHOOL COLLEGE ADVISOR

After filling in the blanks below, use this form to describe the applicant. Send us an official transcript and if available, please send school profile and transcript legend. (Please check transcript copies for readability.)

This candidate ranks ________ in a class of ________ students.

The rank covers a period from ________ *(mo./yr.)* to ________ *(mo./yr.)*. If a precise rank is not available, please indicate rank to the nearest tenth from the top. The rank (is, is not) weighted.

Of this candidate's graduating class, ________% plan to attend a four-year college.

How long have you known the applicant? ______________________________

In what context have you known the applicant? ______________________________

What are the first words that come to your mind to describe the applicant? ______________________________

____

Advisor's name: ______________________________
Last *First* *Middle*

Position: ________________ School: ________________

School address: ______________________________

Office telephone: ________________ *Area code* *Number* School CEEB/ACT Code ☐☐☐☐☐☐

Signature: ________________ Date: ________________ (Over, please)

Please feel free to write whatever you think is important about the applicant, including a description of academic and personal characteristics. We are particularly interested in evidence about the candidate's intellectual promise, motivation, relative maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents and enthusiasm. We welcome information that will help us to differentiate this student from others.

CONFIDENTIALITY.

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission. Again your comments are important to us and we thank you for your cooperation.

These colleges admit students of any race, sex*, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. They do not discriminate on the basis of race, sex* color, handicap, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

*Private undergraduate institutions which have been traditionally and continually single sex are exempted by Title IX.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston College • Boston University • Bowdoin Brandeis • Bucknell • Carleton • Case Western Reserve • University of Chicago • Clark • Coe • Colby • Colby-Sawyer • Colgate • Colorado College • Davidson Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin and Marshall Furman • Gettysburg • Goucher • Hamilton • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette Lawrence • Lehigh • Lewis and Clark • Linfield • Macalester • Manhattan Manhattanville • Mills • Mount Holyoke • Muhlenberg • Newcomb College New York University • Oberlin • Occidental • Ohio Wesleyan • Pitzer Pomona • University of Puget Sound • Randolph Macon Woman's College • University of Redlands • Reed • Rice • University of Richmond • Ripon University of Rochester • Rollins • St. Lawrence • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • University of the South Stephens • Stetson • Susquehanna • Texas Christian University • Tulane • Valparaiso • Vanderbilt • Vassar • Washington College Washington University • Washington and Lee • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams

COMMON APPLICATION

TEACHER REFERENCE

Student name ____
Last First Middle

Address ____

School Now Attending ____

The colleges and universities listed above encourage the use of this form. The accompanying instructions tell you how to complete the copy and file with any one or several of the colleges. Please type or print in black ink.

APPLICANT:

Fill in the above information and give this form and a stamped envelope, addressed to each college to which you are applying that requests a Teacher Reference, to a teacher who has taught you an academic subject.

TEACHER:

The student named above is applying for admission to one or more Common Application group colleges. The Admissions Committees find candid evaluations helpful in choosing from among highly qualified candidates. We are primarily interested in whatever you think is important about the applicant's academic and personal qualifications for college. Please submit your references promptly, particularly if the student is applying to a college as an early decision candidate. A photocopy of this reference form, or another reference you may have prepared on behalf of this student is acceptable. You are encouraged to keep the original of this form in your private files for use should the student need additional recommendations. We are grateful for your assistance.

RATINGS

Compared to other students in your school who are applying to selective colleges, check how you would rate the applicant in terms of academic skills and potential:

No basis		Below Average	Average	Good (above average)	Excellent (top 10%)	Outstanding (top 2-3%)	One of the top few encountered in my career
	Creative, original thought						
	Motivation						
	Independence, initiative						
	Intellectual ability						
	Academic achievement						
	Written expression of ideas						
	Effective class discussion						
	Disciplined work habits						
	Potential for growth						
	SUMMARY EVALUATION						

(Please see reverse side)

T

EVALUATION

1. What are the first words which come to mind to describe the applicant?

2. Academic Characteristics:

3. Personal Characteristics:

BACKGROUND INFORMATION

How long have you known the applicant?

Note any capacity in which you have known the applicant outside the classroom (advisor, family friend, etc):

List the courses you have taught, noting for each course the applicant's year in school (10th, 11th, 12th), the level of course difficulty (AP, elective), and the applicant's grade.

Please return to the appropriate admissions office(s) in the envelope(s) provided you by the applicant.

Secondary School

School Address
Street *City* *State* *Zip*

Name (print)

Position

Signature Date

CONFIDENTIALITY.

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation.

These colleges admit students of any race, sex*, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. They do not discriminate on the basis of race, sex,* color, handicap, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

*Private undergraduate institutions which have been traditionally and continually single sex are exempted by Title IX.

ACADEMIC HONORS

Briefly describe any scholastic distinctions or honors you have won [illegible] the eighth grade:

EXTRACURRICULAR AND PERSONAL ACTIVITIES

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Please (✓) in the right column those activities you hope to pursue in college.

Activity	Grade level or year of participation				Approximate number of hours spent per week	Positions held or honors won	Do you plan to participate in college?
	9	10	11	12			

WORK EXPERIENCE

Please list any job (including summer employment) you have held during the past three years.

Specific nature of work	Employer	Approximate dates of employment	Approximate no. of hours spent per week

PERSONAL STATEMENT

The essay section of the Common Application is an opportunity for you to help us become acquainted with you in ways different from courses, grades, test scores and other objective data. *It enables you to demonstrate your ability to organize thoughts and express yourself. With this objective, please write an essay about one of the topics listed below.* You may attach extra pages (same size, please) if your essay exceeds the limits of this page. Also, feel free to submit tapes of musical performances, photographs or examples of art work, samples of writing or other examples of your creative work.

1) Describe an interesting experience or achievement that has special significance for you.
2) Discuss some issue of personal, local or national concern.
3) If you could travel through time and interview any historical figure, whom would you choose and what would you ask?
4) Select the Man or Woman of the past decade. Justify your selection of that person and write about the accomplishment or contribution he or she made.

My signature below indicates that all the information contained in my application is factually correct and honestly presented.

Signature ______________________ Date ______________________

These colleges admit students of any race, sex*, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. They do not discriminate on the basis of race, sex*, color, handicap, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

*Private undergraduate institutions which have been traditionally and continually single sex are exempted by Title IX.

☐ *KENYON COLLEGE, GAMBIER, OH 43022*. Coed. $15. Deadline: March 1. Requires the SAT or ACT. Deadline for an early decision application is December 1; notification date is January 1. Regular notification begins April 1. Terms begin September 1 and January 14.

☐ *KNOX COLLEGE, GALESBURG, IL 61401*. Coed. $15. Deadline: none. Requires the SAT or ACT. Notification is by rolling admissions. Terms begin September 3, January 4, and March 22.

☐ *LAFAYETTE COLLEGE, EASTON, PA 18042*. Coed. $20. Deadline: March 1. Requires the SAT and three Achievement Tests, including English Composition. Supplementary information required. Deadline: March 1. One teacher recommendation required. Deadline for an early decision application is February 1; notification dates: November 1, December 1, January 1, February 1, February 15. Regular notification is by April 15. Terms begin August 31 and January 23.

☐ *LAWRENCE UNIVERSITY, APPLETON, WI 54912*. Coed. $15. Deadline: none (prefer March 1). Requires the SAT or ACT. Regular notification is by rolling admissions from December 1. Terms begin September, January, and March.

☐ *LEHIGH UNIVERSITY, BETHLEHEM, PA 18015*. Coed. $25. Deadline: March 1. Requires the SAT and three Achievement Tests. Deadline for an early decision application is November 1; notification date is December 15. Regular notification date is April 15. Terms begin August 25 and January 15.

☐ *LEWIS AND CLARK COLLEGE, PORTLAND, OR 97219*. Coed. $25. Deadline: March 1. Requires the SAT or ACT. Recommendations required from two recent teachers in academic subjects (one English) and one recommendation from guidance counselor. Deadline for an early decision application is December 15; notification when completed. Regular notification date is March 15. Terms begin September 7, January 4 and March 29.

☐ *LINFIELD COLLEGE, MCMINNVILLE, OR 97128*. Coed. $15. Deadline: rolling. Early decision deadline: November 30; early decision notification: December 15. Requires SAT or ACT. One counselor and two teacher recommendations required. Regular notification is by rolling admission after January 15. Terms begin September 2, January 3 and February 9.

☐ *MACALESTER COLLEGE, ST. PAUL, MN 55105*. Coed. $15. Deadline: March 15. Requires SAT or ACT. Two teacher recommendations required. Additional writing sample required. Deadline for an early decision application is December 15; notification date is January 15. Regular notification dates are March 1 or April 15. Terms begin September 1 and February 1.

☐ *MANHATTAN COLLEGE, RIVERDALE, NY 10471*. Coed. $20. Deadline: March 1. Requires SAT (preferred) or ACT. Notification is by rolling admissions. Terms begin September and January.

☐ *MANHATTANVILLE COLLEGE, PURCHASE, NY 10577*. Coed. $20. Deadline: March 1. Requires the SAT or ACT, and three Achievement Tests; alternate plan not requiring tests is available. One teacher recommendation required. Deadline for an early decision application is November 1; notification date is December 1. Regular notification is by rolling admissions, beginning February 1. Terms begin September 3 and January 26.

☐ *MILLS COLLEGE, OAKLAND, CA 94613*. Women. $20. Deadline: February 1. Requires the SAT and three Achievement Tests, including English Composition. Supplementary information required; deadline: February 1. One teacher and one counselor recommendation required. Deadline for an early decision application is November 1; notification date is December 15. Regular notification date is early April. Term begins early September.

☐ *MOUNT HOLYOKE COLLEGE, SOUTH HADLEY, MA 01075*. Women. $25. Deadline: February 1. Requires SAT and three Achievement Tests, including English Composition. Supplementary information required; deadline: February 1. One teacher recommendation required. Deadline for an early decision application is November 15; notification date is December 15. Regular notification date is April 15. Terms begin in fall and spring.

☐ *MUHLENBERG COLLEGE, ALLENTOWN, PA 18104*. Coed. $20. Deadline: February 15. Requires the SAT and three Achievement Tests, including English Composition. Two teacher recommendations required. Writing sample recommended. Early decision deadline is January 1; notification between December 15 and January 15. Regular notification by April 1. Terms begin in September and January.

☐ *NEWCOMB COLLEGE OF TULANE UNIVERSITY, NEW ORLEANS, LA 70118*. Women. $25. Deadline: February 1. Requires the SAT or ACT and three Achievement Tests recommended. One counselor recommendation required. Deadline for an early decision application is November 1; notification date is December 1. Regular notification date is April 1. Terms begin August 25 and January 14.

☐ *NEW YORK UNIVERSITY, NEW YORK, NY 10003*. Coed. $25. Deadline: February 1. Requires SAT; Achievement Tests for Engineering only; foreign language recommended. Deadline for an early decision application is November 15; notification date is December 15. Rolling admissions after April 1. Regular notification date is April 1. Terms begin September and February.

☐ *OBERLIN COLLEGE, OBERLIN, OH 44074*. Coed. $20. Deadline: February 15. Requires the SAT or ACT. Two teacher recommendations required. Deadline for an early decision application is February 1; notification is on a rolling admissions basis from December 10 to February 15. Regular notification date is April 15. Terms begin in September and February. A one-page Supplementary Form will be supplied to all Common Applicants. The Common Application will not be accepted by the Conservatory of Music.

☐ *OCCIDENTAL COLLEGE, LOS ANGELES, CA 90041*. Coed. $25. Deadline: February 1. Requires the SAT; strongly recommends Achievement Tests. Two teacher recommendations required. Writing sample suggested. Deadline for an early decision application is November 15; notification is by December 15. Regular notification is by April. Terms begin in mid-September, early January, and late March. Freshmen admitted in September only.

☐ *OHIO WESLEYAN UNIVERSITY, DELAWARE, OH 43015*. Coed. $20. Deadline: March 1. Requires SAT or ACT. Deadline for early decision application is December 1; notification is by December 15. Regular notification is March 15. Terms begin early September, early January and late March.

☐ *PITZER COLLEGE, CLAREMONT, CA 91711*. Coed. $25. Deadline: February 1. Requires the SAT (preferred) or ACT; recommends three Achievement Tests. Supplementary information required; deadline: March 1. One teacher recommendation required. Deadline for an early decision application is December 1; notification date is January 1. Regular notification date is April 15. Terms begin September and January.

☐ *POMONA COLLEGE, CLAREMONT, CA 91711*. Coed. $25. Deadline: February 1. Requires the SAT or ACT; Achievement Tests recommended. Supplementary information required; deadline: February 1. Two teacher recommendations required. Deadline for an early decision application is November 15; notification date is December 15. Regular notification date is April 1. Terms begin September 1 and January 20.

☐ *UNIVERSITY OF PUGET SOUND, TACOMA, WA 98416*. Coed. $20. Deadline: rolling. SAT or ACT required. Writing sample preferred. One teacher or counselor recommendation required, two preferred. Notification is by rolling admissions. Terms begin September 14, January 11 and February 16.

☐ *RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG, VA 24503*. Women. $20. Deadline: March 1. Requires the SAT and Achievement Tests or the ACT. Three teacher recommendations required. Deadline for an early decision application is November 1; notification date is November 15. Regular notification is by rolling admissions. Terms begin in September and January.

☐ *UNIVERSITY OF REDLANDS, REDLANDS, CA 92373*. Coed. $20. Deadline: March 1. Requires SAT or ACT. Two teacher recommendations required. Deadline for early decision application December 1. Notification by January 1. Regular notification is by rolling admission after March 1. Terms begin September 8, January 5 and February 7.

☐ *REED COLLEGE, PORTLAND, OR 97202*. Coed. $20. Deadlines: February 15. Requires the SAT or the WPCT or the ACT. Supplementary information required. Two teacher recommendations required. Deadline for early decision application is November 1; notification is December 15. Regular notification is by rolling admissions. Terms begin September 2 and January 26.

☐ *RICE UNIVERSITY, HOUSTON, TX 77001*. Coed. No fee. Deadline: February 1. Requires the SAT and three Achievement Tests (for Science/Engineering: English Composition, Math I or II, Physics ,or Chemistry). One teacher recommendation required. Interview strongly recommended. Notification date for early decision application is November 15. Regular notification date is April 10. Terms begin August 25 and January 5.

☐ *UNIVERSITY OF RICHMOND, RICHMOND, VA 23173*. Coed. $20. Deadline: February 15. Requires the SAT and three Achievement Tests, including English and Math. Deadline for an early decision application is December 1; notification date is December 15. Regular notification date is April 1. Term begins August 22. CA pertains to Richmond College and Westhampton College.

☐ *RIPON COLLEGE, RIPON, WI 54971*. Coed. $15. Deadline: open (prefer March 1). Requires the SAT or ACT. Notification is by rolling admissions. Terms begin in August and January.

☐ *UNIVERSITY OF ROCHESTER, ROCHESTER, NY 14627*. Coed. $25. Deadline: January 15. Requires the SAT or ACT. Supplementary information required from financial aid applicants and prospective music majors; deadline: January 15. Deadline for an early decision application is November 15, individual requests to Feb. 1; notification date is December 15 or within 3 weeks of completion of application. Regular notification is mid-March to mid-April. Terms begin September 3 and January 12. CA pertains to College of Arts & Science, College of Engineering and Applied Science, and School of Nursing (except junior-level nursing transfers).

☐ *ROLLINS COLLEGE, WINTER PARK, FL 32789*. Coed. $25. Deadline: April 15. Requires the SAT or ACT plus the English Composition Achievement Test. Deadline for an early decision application is November 15; notification date is December 1. Regular notification is by rolling admissions, beginning January 1. Terms begin September, January, and February.

☐ *ST. LAWRENCE UNIVERSITY, CANTON, NY 13617.* Coed. $20. Deadline: February 1. Requires the SAT and three Achievement Tests, including English Composition or ACT. Supplementary information required; deadline: February 1. Deadline for an early decision application is January 1; notification is within three weeks of completing application procedures including interview. Regular notification date is March 15. Terms begin September 1, January 5 and February 4.

☐ *SALEM COLLEGE, WINSTON-SALEM, NC 27108.* Women. $15. Deadline: none (prefer February 1). Requires the SAT or ACT. Two teacher recommendations required. Notification is by rolling admissions. Terms begin in September, January, and February.

☐ *SARAH LAWRENCE COLLEGE, BRONXVILLE, NY 10708.* Coed. $25. Deadline: February 1. Supplementary information required; deadline: February 15. One teacher recommendation required. Deadline for early decision application is December 1; notification after mid-December. Regular notification is by early April. Terms begin in September and January.

☐ *SCRIPPS COLLEGE, CLAREMONT, CA 91711.* Women. $25. Deadline: February 15. Requires the SAT and recommends 3 Achievement Tests. Two teacher recommendations required. Additional writing sample recommended. Notification date is April 1. Terms begin in early September and late January.

☐ *SIMMONS COLLEGE, BOSTON, MA 02115.* Women. $20. Deadline: March 15. Requires SAT and three Achievement Tests, including English Composition. ACT is accepted in place of the College Board Tests. One guidance counselor recommendation required. Notification is by rolling admission. Terms begin in September and January.

☐ *SKIDMORE COLLEGE, SARATOGA SPRINGS, NY 12866.* Coed. $20. Deadline: February 1. Requires the SAT. Three Achievement Tests, including English Composition, recommended. Two teacher recommendations required. Deadline for early decision application is December 15; notification approximately three weeks after completion of application. Regular notification is in early April. Terms begin September, January and February.

☐ *THE UNIVERSITY OF THE SOUTH, SEWANEE, TN 37375 (popularly known as Sewanee).* Coed. $15. Deadline: March 1. Requires the SAT. Supplementary information required; deadline: March 1. Deadline for early decision application is December 10; notification date is December 15. Three recommendations required, two teachers plus counselor on transcript and one person outside school. Regular notification date not later than April 1. Terms begin August 26 and January 17.

☐ *STEPHENS COLLEGE, COLUMBIA, MO 65215.* Women. $25. Deadline: none. Requires the SAT or ACT. One teacher and one counselor recommendation required. Notification is by rolling admissions after October 1. Terms begin in August, October, January, and March.

☐ *STETSON UNIVERSITY, DELAND, FL 32720.* Coed. $20. Deadline: March 15. Requires the SAT or ACT. Supplementary information required; deadline: June 1. Early decision deadline: November 15, notification: December 1. Notification is by rolling admissions, beginning January 1. Terms begin September, January, February, and June. CA pertains to College of Liberal Arts, School of Music, and School of Business Administration.

☐ *SUSQUEHANNA UNIVERSITY, SELINSGROVE, PA 17870.* Coed. $20. Deadline: March 15. Requires SAT and two achievement tests for placement. Supplementary information required (at least for Music majors). Deadline for an early decision application December 15, notification date is January 1. Regular notification is by rolling admissions beginning in January. Terms begin (three/three plan) September 4, December 1, and March 9.

☐ *TEXAS CHRISTIAN UNIVERSITY, FORT WORTH, TX 76129.* Coed. $15. Deadline: June 1. Requires the SAT and/or ACT. Regular notification is by rolling admissions beginning one week after committee review. Terms begin August 28 and January 15 and June 8.

☐ *TULANE UNIVERSITY, NEW ORLEANS, LA 70118.* $25. Deadline: February 1. Requires the SAT or ACT. Deadline for an early decision application is November 1; notification date is December 1. Regular notification date is April 1. Terms begin August 22 and January 12. CA pertains to College of Arts & Science, Engineering, and Architecture.

☐ *VALPARAISO UNIVERSITY, VALPARAISO, IN 46383.* Coed. $15. Deadline varies with individual programs. Requires the SAT. Notification is by rolling admissions beginning October 1. Terms begin August and January. Under "special college or division," the applicant should indicate only one of the following colleges: Arts and Sciences, Business Administration, Engineering, or Nursing.

☐ *VANDERBILT UNIVERSITY, NASHVILLE, TN 37212.* Coed. $15. Deadline: February 15. Requires the SAT and/or ACT; Two Achievement Tests, English Composition and math, required. Supplementary information required. Deadline for early decision application is November 1; notification date is December 1. Terms begin August 23 and January 12. CA pertains to College of Art and Science, School of Engineering, School of Nursing and Peabody College (Education).

☐ *VASSAR COLLEGE, POUGHKEEPSIE, NY 12601.* Coed. $20. Deadline: February 1. Requires SAT and three Achievement Tests. One teacher and one guidance counselor recommendation required. Additional writing sample recommended. Supplementary information welcomed. Interviews recommended. Deadline for an early decision application is February 1; notification is within one month of completion of credentials. Regular notification is by mid-April. Terms begin August 27 and January 18.

☐ *WASHINGTON COLLEGE, CHESTERTOWN, MD 21620.* Coed. $15. Deadline: none. Requires the SAT or ACT. Two teacher recommendations required. Deadine for an early decision application is December 1; notification is January 1. Regular notification is by rolling admissions. Terms begin in late September and January.

☐ *WASHINGTON UNIVERSITY, ST. LOUIS, MO 63130.* Coed. $20. Deadline: February 15. Early decision deadline October 15; notification November 15. Requires the SAT or ACT. One teacher recommendation required. Notification is by rolling admissions. Terms begin in August and January. CA pertains to College of Arts and Sciences, School of Engineering and Applied Science, School of Business Administration, School of Architecture, and School of Fine Arts.

☐ *WASHINGTON AND LEE UNIVERSITY, LEXINGTON, VA 24450.* Men. $20. Deadline: February 15. SAT and three Achievement Tests including English Composition (with or without essay) required. Two teacher recommendations required. Deadline for an early decision application is November 1; notification date is November 15. Regular notification is by early April. Terms begin September 8, January 5, and April 20.

☐ *WESLEYAN UNIVERSITY, MIDDLETOWN, CT 06457.* Coed. $30. Deadline: January 15. Requires the SAT and/or ACT. Supplementary information required; deadline: January 15. Two teacher recommendations required. Deadline for an early decision application is November 15; notification date is December 15. Regular notification date is April 15. Term begins September 5.

☐ *WESTERN MARYLAND COLLEGE, WESTMINSTER, MD 21157.* Coed. $15. Recommended time to apply is fall semester. Interview recommended. Requires SAT. Foreign Language Achievement Test recommended. Teacher recommendation optional. Regular notification is by rolling admissions beginning November. Terms begin in September and February.

☐ *WHEATON COLLEGE, NORTON, MA 02766.* Women. $20. Deadline: February 1. Requires the SAT or ACT and two Achievement Tests including English Composition, and two teacher (prefer one English) recommendations. Deadlines for an early decision application are November 1 and January 1; notification dates are December 1 and February 1. Regular notification is in early April. Terms begin September 4 and February 2.

☐ *WHITMAN COLLEGE, WALLA WALLA, WA 99362.* Coed. $20. Deadline: March 1. Requires the SAT or ACT. Supplementary information required; deadline: March 1. Deadline for an early decision application is December 20; notification date is February 1. Regular notification begins March 1. Terms begin August 30 and January 15.

☐ *WILLAMETTE UNIVERSITY, SALEM, OR 97301.* Coed. $15. Deadline: March 1 (preferred). Requires the SAT or ACT. Deadline for an early decision application is December 15; notification date is January 10. Regular notification date is March 15. Terms begin September 1 and January 15. CA pertains to College of Liberal Arts.

☐ *WILLIAM SMITH COLLEGE, GENEVA, NY 14456.* Women (Coordinate with Hobart College for Men). $20. Deadline: February 15. Requires the SAT and English Composition Achievement Test (EN or ES acceptable) or ACT. Two teacher recommendations required (one from English teacher). Deadline for an early decision application is January 1; notification is within 2 weeks of completion of application. Regular notification date is first week in April. Terms begin September, November, and March.

☐ *WILLIAMS COLLEGE, WILLIAMSTOWN, MA 01267.* Coed. $30. Deadline: January 15. Requires the SAT or ACT; recommends English Achievement Test and one other. Peer reference required, deadline: January 15. Supplementary information required. One teacher recommendation required. Deadline for an early decision application is November 15; notification date is December 15. Regular notification date is April 15. Terms begin in September, January and February.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston College • Boston University • Bowdoin
Brandeis • Bucknell • Carleton • Case Western Reserve • University of Chicago • Clark • Coe • Colby • Colby-Sawyer • Colgate • Colorado College • Davidson
Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin and Marshall
Furman • Gettysburg • Goucher • Hamilton • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette
Lawrence • Lehigh • Lewis and Clark • Linfield • Macalester • Manhattan
Manhattanville • Mills • Mount Holyoke • Muhlenberg • Newcomb College
New York University • Oberlin • Occidental • Ohio Wesleyan • Pitzer
Pomona • University of Puget Sound • Randolph Macon Woman's College • University of Redlands • Reed • Rice • University of Richmond • Ripon
University of Rochester • Rollins • St. Lawrence • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • University of the South
Stephens • Stetson • Susquehanna • Texas Christian University • Tulane • Valparaiso • Vanderbilt • Vassar • Washington College
Washington University • Washington and Lee • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams

COMMON APPLICATION

TEACHER REFERENCE

Student name ____
Last *First* *Middle*

Address ____

School Now Attending ____

The colleges and universities listed above encourage the use of this form. The accompanying instructions tell you how to complete the copy and file with any one or several of the colleges. Please type or print in black ink.

***APPLICANT*.**

Fill in the above information and give this form and a stamped envelope, addressed to each college to which you are applying that requests a Teacher Reference, to a teacher who has taught you an academic subject.

***TEACHER*:**

The student named above is applying for admission to one or more Common Application group colleges. The Admissions Committees find candid evaluations helpful in choosing from among highly qualified candidates. We are primarily interested in whatever you think is important about the applicant's academic and personal qualifications for college. Please submit your references promptly, particularly if the student is applying to a college as an early decision candidate. A photocopy of this reference form, or another reference you may have prepared on behalf of this student is acceptable. You are encouraged to keep the original of this form in your private files for use should the student need additional recommendations. We are grateful for your assistance.

RATINGS

Compared to other students in your school who are applying to selective colleges, check how you would rate the applicant in terms of academic skills and potential:

No basis		Below Average	Average	Good (above average)	Excellent (top 10%)	Outstanding (top 2-3%)	One of the top few encountered in my career
	Creative, original thought						
	Motivation						
	Independence, initiative						
	Intellectual ability						
	Academic achievement						
	Written expression of ideas						
	Effective class discussion						
	Disciplined work habits						
	Potential for growth						
	SUMMARY EVALUATION						

(Please see reverse side)

EVALUATION

1. What are the first words which come to mind to describe the applicant?

2. Academic Characteristics:

3. Personal Characteristics:

BACKGROUND INFORMATION

How long have you known the applicant? __________

Note any capacity in which you have known the applicant outside the classroom (advisor, family friend, etc): __________

List the courses you have taught, noting for each course the applicant's year in school (10th, 11th, 12th), the level of course difficulty (AP, elective), and the applicant's grade.

Please return to the appropriate admissions office(s) in the envelope(s) provided you by the applicant.

Secondary School __________

School Address __________
Street *City* *State* *Zip*

Name (print) __________

Position __________

Signature __________ Date __________

CONFIDENTIALITY.

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation.

These colleges admit students of any race, sex*, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. They do not discriminate on the basis of race, sex,* color, handicap, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

*Private undergraduate institutions which have been traditionally and continually single sex are exempted by Title IX.

41. A COLLEGE EDUCATION . . . WHO PAYS?

Overview

Students participate in a brief discussion on the topic of ways to pay for a college education. They then read a case study in which opportunities to attend college are described for four different countries. After discussing the case study and answering questions about it, they read a second case study that describes in detail the financial dilemma of a student in the first case study. They answer another series of questions based on the second case study for the purpose of learning about sources and kinds of financial aid available and procedures for applying for aid.

Materials

A copy of "Case Study: Marsha, Tom, Lisa, and Jarrett" for each student

A copy of "Case Study: Jarrett's Dilemma" for each student

ACTIVITIES

1. Conduct a brief class discussion concerning who pays the costs for a college education. Write student suggestions on the chalkboard. These may include: the students who attend, parents, community organizations and foundations, state and federal government agencies, military service, private corporations, etc.

2. Give each student a copy of "Case Study: Marsha, Tom, Lisa, and Jarrett" and ask them to read it.

3. Draw the following chart on the chalkboard. Ask students to refer to the case study and help you complete the information requested. The information presented on the chart outlines responses students may give.

Who Goes To College?

	Who Goes?	Who Cannot Go?
Marsha's Country		
Tom's Country		
Lisa's Country		
Jarrett's Country		

	Who Goes?	Who Cannot Go?
Marsha's Country	Academically qualified students whose families can pay the costs either directly or with loans.	Academically qualified students whose parents cannot pay the costs. Non-academically qualified students.
Tom's Country	Academically qualified students whose parents can pay the costs or who obtain talent scholarships.	Academically qualified students whose parents cannot pay the costs. Non-academically qualified students.
Lisa's Country	Academically qualified students chosen by the government.	Academically qualified students not selected by the government. Non-academically qualified students.
Jarrett's Country	Academically qualified students who want to go to college.	Academically qualified students who do not want to go to college. Non-academically qualified students.

4. Ask students to identify the country that offers the best opportunity for academically qualified students to go to college. There may be some debate between Lisa's country and Jarrett's country. Should you need to clarify the difference between the two, a key point would be that in Lisa's country many students who are qualified are not selected, while in Jarrett's country every student has the opportunity to apply for admission to college and those accepted can get some financial help to pay for their education.

5. Ask students if they believe the United States is represented in the four countries they have been discussing. They will probably guess that Jarrett's country is the United States. If not, tell them that Jarrett's experience may be similar to their own in a few years, and that they will now look at Jarrett's experience in more depth.

6. Give each student a copy of "Case Study: Jarrett's Dilemma." Give them time to read it, and then conduct a class discussion that includes the following questions.

   a. Why does the United States make financial aid available to students who need it?

   b. What two kinds of financial aid are available? (need-based aid, and aid based on talent and/or interest in a field)

   c. What did Jarrett and his family need to do to apply for need-based aid? (send applications for admission forms to the colleges of his choice; submit a Financial Aid Form)

   d. How did Jarrett find out what need-based aid he would be offered? (the College Scholarship Service sent Jarrett a letter telling him how much need-based aid he was eligible for. Each college that accepted him for admission sent him a financial aid offer. Each scholarship organization he applied to sent him a letter telling him if he would get aid or not.)

   e. What did Jarrett and his family do to apply for non-need aid? (look for talent scholarships and interest-in-a-field scholarships that were not based on need. Send off letters of inquiry. File appropriate papers.)

   f. How important was financial aid in enabling Jarrett to go to college?

ADDITIONAL ACTIVITIES

1. Invite a Financial Aid Officer from a nearby college to talk to the class about financial aid opportunities at their school.

2. Invite a high school counselor to talk to the class about scholarship opportunities available in Hawaii.

3. Invite a representative from The Hawaiian Trust Company, or from Na Ho'Okama A Pauahi to speak to the class about special scholarships for students of Hawaiian ancestry.

RESOURCES

1. Your Own Financial Aid Factory by Robert Leider, Peterson's Guides.
2. Bulletin 15, State of Hawaii.
3. National College Databank.

CASE STUDY: MARSHA, TOM, LISA, AND JARRETT

Marsha, Tom, Lisa, and Jarrett live in four different countries. They do not know each other, but in many ways their lives are similar. They are high school students thinking about going to college, and they qualify by grades and test scores for admission to colleges in each of their countries. Their parents want them to go to college, but do not have enough money to pay the costs of their college education.

Marsha would like to be a doctor. In her country parents and students have to pay all of the costs of a college education. Loans are available from banks, but it is hard to qualify, interest rates are high, and you must start paying back the loan immediately. Marsha's father has been told he does not qualify for a loan.

Tom would like to be a performing musician evenings and week-ends, and teach music in a school during the day. In his country there are some scholarships available for the very talented, otherwise parents and students pay the total expense from their own resources or from expensive loans like in Marsha's case. Tom has been encouraged to try for a scholarship, but he knows the competition will be keen. His father may qualify for a loan, but the family would have difficulty making payments.

Lisa would like to be an aerospace engineer. In her country the government pays the total cost of a college education. But only a small percentage of the population is selected to go to college, and selection is based on competitive examinations. Lisa is the top student in her school.

Jarrett would like to be a medical technologist and work as an analyst in a hospital laboratory. In his country there is a financial aid system to help parents and students pay for a college education. This system has two parts. One part is based on talent and interest in a field of study. If you are talented you can apply for scholarships to help pay the costs. The other part is based on need. Each family fills out a form, and based on that information, a decision is made about how much money the student and parent can be expected to pay. Any educational costs beyond this amount are considered to be a need and can be met by financial aid from the government or the colleges in the form of grants of money (which do not have to be paid back), salary from a job on campus, and low interest loans to be repaid after college study is over.

CASE STUDY: JARRETT'S DILEMMA

Jarrett was very upset. His father had just told him that because of inflation and unanticipated family needs he would not be able to contribute much to Jarrett's education after high school.

Jarrett has been doing volunteer work at the local hospital, assisting in the medical laboratories. He wants to become a medical technician. He has discussed this with the staff at the hospital and they told him he really needed a four-year college program in Medical Technology to have a responsible professional position in a hospital laboratory.

When his friends at the hospital heard the bad news they urged him to see his school counselor to inquire about financial aid. They said there were two kinds of help, one kind based on need, and another kind based on talent or interest in a particular field. Jarrett thought this was certainly worth a try.

Jarrett went to see his counselor the next day. He learned that financial aid was available. The counselor explained it to Jarrett this way:

> "In the United States we believe that every qualified person should have an opportunity to go to college, irrespective of how much or how little money they and their family may have. Also, we have tried to make it possible for students to have equal opportunity to go to any school they qualify for--a community college or a major university--with financial aid making up the difference between what their parents can pay and what the total costs are."
>
> "There are two kinds of financial aid. One is based on merit and the other on financial need. For financial aid, you and your parents fill out a financial aid information form. It is analyzed according to a formula approved by the U.S. government, and you and any college you designate are notified how much you and your family can be expected to pay for a year of schooling. Whatever the difference is between the cost of the education and what you and your family can pay is identified as your needs, and you are eligible for help up to the total amount of your need."

Cost of education includes tuition and fees, room and board, books, and a modest amount for personal expenses.

The counselor suggested that Jarrett do three things:

1. He should send in admission applications to the colleges of his choice and indicate on the application forms that he was applying for financial aid.

2. He and his family should fill out the Financial Aid Form and submit it. Within six weeks they would receive a reply as to how much they

259

would be expected to pay for Jarrett's first year of college and the remainder of the cost would be Jarrett's NEED.

3. Jarrett and his family should fill out a Scholarship Information Form the counselor had for him and when it was filled out the counselor and Jarrett would meet again to look for non-need scholarships Jarrett could apply for.

Jarrett went home and filled out admission applications to the four schools he was interested in and prepared a request for copies of his high school transcript with grades and test scores and letters of recommendation to be sent with the applications.

That evening he and his parents filled out the Financial Aid Form using as reference income tax forms and end of the year bank statements. It took them several hours, but they completed and signed the forms. In the morning Jarrett's father made a xerox copy for their files and mailed the original.

The next evening the family worked on the Scholarship Information Form, and Jarrett took it to school the next day. Jarrett and the counselor had a conference and determined that he could apply for several scholarships and loans. Jarrett recorded the information as to where to write for applications and took a copy of a sample letter requesting information and aid from the counselor. He filled out the applications, wrote a letter explaining when he wanted to go to college and why he needed financial assistance, and sent these together with copies of his high school record and letters of recommendation to the scholarship agencies.

Six weeks later Jarrett heard from the College Scholarship Service about his elegibility for need-based aid. They sent him a form showing that his parents should be able to contribute $600, and he $500-700 from summer earnings. The total maximum family contribution would be $1,300. Any costs beyond that for tuition and fees, room and board, books, and $650 for personal expenses would constitute NEED and he would be eligible for financial aid to meet those costs.

In February and March he received replies to his applications for admission to the colleges of his choice. Three of the four schools he applied to accepted him. Each that accepted him also sent an offer of financial aid. He was surprised to learn that each of the three schools offered him an opportunity to work, a loan, and grant money. He really wasn't sure what it meant, so he went back to the counselor. The counselor explained that grant money is a gift. It does not have to be paid back. The loan does have to be paid back, but not until Jarrett is out of school. Then he will be given six months to get a job and then start paying back the loan. He will have up to ten years to pay it back. The work-study part of the financial aid involves having a job on campus and being paid a salary.

Soon he received news about his applications for special non-need scholarships. He received a $300 Kiwanis scholarship and a $500 Health Profession scholarship. Jarrett now had to decide which college and financial aid plan to accept.

Here is the information Jarrett had in his notebook.

School 1

Cost of Education = 8,000
Family Contribution = 1,300
Need = 6,700

School 2

Cost of Education = 6,500
Family Contribution = 1,300
Need = 5,200

School 3

Cost of Education = 10,000
Family Contribution = 1,300
Need = 8,700

Financial Aid Offer

Grant = 3,350	Grant = 1,500	Grant = 6,000
Loan = 1,950	Loan = 1,500	Loan = 1,200
Work = 1,400	Work = 500	Work = 1,200
6,700	3,500	8,400

If you were Jarrett, which college and financial aid offer would you accept?

OCCUPATIONAL EXPLORATION

42. WHAT IS WORK, ANYWAY?

Overview

Students explore definitions of work. A class list of definitions is generated through discussion, and students are asked to consider what the definitions reveal about their attitudes toward work. Students then frame improved definitions with the help of a dictionary and add these to the class list. Through interviews of parents and friends they collect other definitions of work. They share their collection of definitions and individually select three which are personally meaningful. Students then explain in writing their reasons for choosing the three definitions. A discussion comparing their earlier definitions with the new ones concludes the lesson.

ACTIVITIES

1. Ask students to complete the sentence "Work is . . ." on a sheet of paper. To help get them started, provide two or more of the following examples.

   Work is . . . what my parents do.
   junk.
   doing what you have to do.
   what adults do.
   what you get paid for doing.

   Have them share their definitions. List the responses on the chalkboard, then collect the sheets of paper.

2. Ask students what their responses reflect about their feelings and knowledge about work. Guide discussion to include the following questions:

   a. Are the statements generally positive or negative? Why?

   b. Why do you think people often feel negative about work?

   c. When might a person feel positive about work? (when he or she is praised or rewarded; when he or she is interested; etc.)

   d. How do you think your statements might differ from those your parents might make?

3. Have students look up definitions of work in the dictionary and rewrite them in their own words. Add these to the list on the chalkboard. Briefly discuss the variety of definitions.

   a. Which ones are general, specific, limiting, etc.?

   b. Which ones apply to the definitions you generated?

   c. Which ones apply to the adult "world of work"?

4. Help students write a questionnaire to interview parents and friends about their definitions of work. Following are questions which might be included.

   a. What is work?

   b. How would you define work?

   c. What do you do that you consider work?

   d. What does your work mean to you?

   e. Is work only what you're paid to do?

5. Have students interview parents, relatives, and/or friends, using the questions they prepared. Gather responses in a collection with an appropriate title, such as "Work Is What My Parents Do," and have students review them. Following is an example of what an entry in the collection might look like.

> Work is. . . Page 16
>
> To me, work is the thing I do everyday to earn a living. It is what I do well. It is what I get satisfaction from doing, even though sometimes I get tired of it. Work is what makes me feel that I've accomplished something.
>
> Crane Operator for a
> Construction Company

6. From the definitions the class has collected, ask students to each select three which have a special personal meaning, and to give reasons for selecting them in writing. When they have finished, invite them to share their responses. Following are some possible examples of student reactions.

   a. The reasons why they chose the definition.

   "I chose this one because I agree that the world needs grasshoppers and dreamers as well as ants and workers."

   b. A short explanation of the meaning of their choice.

   "This quote says work is what you do at least eight hours a day. Except for sleeping, this seems to be true."

c. Reasons why they disagree with their choice.

"I don't think work always has to be unpleasant. Sometimes work makes you feel good about yourself, especially when someone praises you, or rewards you, or when you are really interested in what you're doing."

d. Reasons why they enjoyed or liked their choice.

"I liked this one because it's a happy viewpoint. If I'm going to be working for most of my life, I'd better enjoy it!"

7. Conclude the activity by asking students to write a definition of work. Return their first definitions and ask them to compare the two using the following questions.

   a. Are your reactions now different? How have they changed?

   b. Are they more positive? Negative?

   c. What do you know about work now that you didn't know before?

ADDITIONAL ACTIVITIES

1. Display student definitions of work on the bulletin board. Entitle the display "Work Is. . ." Have students add to the collection during the course of the semester as they learn more about the world of work.

2. Have students write a job description which takes into account their personal definitions of work.

3. Have students collect job descriptions from the want ad section of the newspaper which are in line with their personal definitions of work.

4. Show and discuss one of the following films and/or filmstrips available at the Career Information Center, office of the Director of Vocational Education, University of Hawaii.

   a. The World of Work. Counselor Films, Inc. 1974. Shows Careers and how to go about exploring them. (16mm film).

   b. Work/Working/Worker. Guidance Associates. (3 filmstrips, 3 cassettes, teacher's guide). Part I gives historical view of work attitudes, Part II explores American attitudes, Part III shows personal accounts of American workers.

43. WHY WORK?

Overview

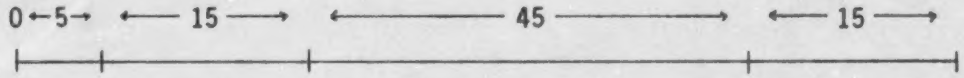
Students place in perspective through discussion the typical life-cycle that includes approximately forty-five years of work. They then complete a questionnaire that reveals their personal attitudes and beliefs about work. Responses by the class are examined through discussion to stimulate thought about work as an important life function. In a concluding discussion they hypothesize about why some people are dissatisfied with their jobs today.

Materials

A copy of "Work: A Questionnaire" for each student

ACTIVITIES

1. Draw the following diagram on the chalkboard.



Initiate a brief discussion that will help students place in perspective the typical life-cycle that includes different phases. Point out that, on the average, each person spends the first five years of his life in play, the next fifteen (more or less) in formal schooling, the next forty-five in work, and then ten to fifteen years in retirement. Also emphasize that since most years of a person's life are spent in work, building good attitudes toward and preparing for work are worthwhile activities for all high school students.

2. Give each student a copy of "Work: A Questionnaire." Ask them to complete the questionnaire and not sign their names. Then have several students tally the responses and write the totals for the items on the chalkboard. All of the reasons given for working (item no. 14) should be written on the chalkboard, including the number of times a specific reason was given.

3. Guide discussion to examine the beliefs and attitudes of the class toward work as revealed in their responses to the questionnaire. As the reasons for working are discussed, you might conduct a class vote to determine which reasons listed they believe are valid.

4. For a concluding discussion, explain that the Bureau of Labor reported in 1981 that as many as twenty-four million Americans (approximately one-fourth of the total work force) were dissatisfied with their jobs. Have students hypothesize about why they believe people become dissatisfied with the jobs they hold. Write their suggestions on the chalkboard. Make a copy to file for future reference.

ADDITIONAL ACTIVITIES

1. Give each student a copy of "Work: A Questionnaire." Ask students to request an adult friend to complete the questionnaire using responses they believe they would have given when they were the same age and attending high school. Tally the responses and compare them with the class responses to determine the degree to which beliefs and attitudes might have changed.

2. Ask each student to interview three different adults to learn what they believe are the five major reasons why people work today. Tally the responses and compare them with the class responses to identify similarities and differences.

3. Show and discuss one of the following films/filmstrips available at the Career Information Center, Office of the State Director for Vocational Education, University of Hawaii.

    a. Why We Work. Learning Tree. 1977. (4 filmstrips, 4 cassettes, teacher's guide). Emphasizes different reasons we work and the kinds of work we do at various stages of our lives.

    b. Why Work at All? Job Attitude Series. Guidance Associates. 1970. (filmstrip, cassette, teacher's guide). Three young people discuss why they work.

    c. Work/Working/Worker. Guidance Associates. (3 filmstrips, 3 cassettes, teacher's guide). Part III shows workers talking about reasons for working.

WORK: A QUESTIONNAIRE

Place a check (✓) by each item to indicate your personal belief.

		No	Uncertain	Yes
1.	Do you believe it is important to make a decision early in life about the kind of work you will do throughout your adult years?			
2.	Do you look forward to someday holding a full-time job?			
3.	Do you at this time in your life have a firm idea about the kind of job you would like to have?			
4.	Do you consider some kind of post high school training as essential to the kind of job you hope to have?			
5.	Do you believe that women should be permitted to have jobs that traditionally only men have held?			
6.	Do you believe that men should be permitted to have jobs that traditionally only women have held?			
7.	Do you believe that the amount of money paid is the most important criteria for accepting a job?			
8.	Do you believe that job opportunities are the same for all ethnic groups?			
9.	Do you believe certain jobs are better suited to some ethnic groups than others?			
10.	Do you believe that if you do not work, you will enjoy life as much as those who do work?			
11.	Do you believe that all of the courses you take in high school (or may take after graduation) should be related to the kind of work you will be doing?			
12.	Do you believe there are benefits other than income to be derived from work (such as friendships, social interaction with people, life challenges, etc.)?			
13.	Do you believe that when a person reaches a certain age he or she should have to retire?			

14. List the five major reasons why you believe people work today.

____

____

____

____

____

44. DO YOU HAVE A PHILOSOPHY OF WORK?

Overview

Students explore the attitudes they have about work. Through a story of a young man who is not prepared to find a place for himself in a working society, students are introduced to the idea that some people have attitudes and philosophies about work that are different from the mainstream. Students discuss the story in groups and share insights and ideas. After discussion, they read a series of quotations which reflect different work philosophies, select three to which they have strong negative and/or positive reactions, and give reasons for their choices. As a concluding activity, students create quotations which reflect their own philosophy of work. These are then collected and bound in a booklet or posted on the bulletin board.

Materials

A copy of "What People Have Thought About Work" for each student
A copy of Studs Terkel's Working ("Charlie Blossom, pages 571-582)

ACTIVITIES

1. Read to students, or have them read on their own, the following description of an individual's work experience. The material in the case is adapted from Studs Terkel's book, Working published in paperback by Avon Books. If you prefer to have students read the original narrative, turn to "Charlie Blossom," pages 571-582. Review the material first and use your discretion, for some people may find the language in this section offensive.

Charlie Blossom

Charlie is twenty-four years old, from a middle-class family. His father is a doctor. His parents are divorced, and each is remarried. Charlie attended college for a year, but dropped out. At the university, like many students in the 1960's, he was intensely interested in political issues, claiming they were more important than school work.

He wears his hair long tied back with a ribbon, and his glasses are wire-rimmed. As he sits on the floor in the lotus position, Charlie tells us his story.

"My first real job was in a factory. I was hired to sweep up. I was eighteen years old. Someone decided I was a good worker, so they made me a machine operator. I told them I didn't want to do any work that was connected to the war, and they said I didn't have to.

"One day I was working with some styrofoam and I got real mad. The work was so monotonous it made me miserable. I kept telling myself if I had real guts I'd quit. And be free. I wouldn't have to do this kind of work for the rest of my life. No one should have to do this kind of work. But I didn't leave then, because I needed the money. I quit later on, because I couldn't work in a place that had anything to do with making money for the war.

"For a couple years I worked for VISTA as a youth worker. I didn't really do anything, just collected my paycheck. After I got fired, I worked for a printer, and for a while after that I couldn't get a job. Finally, I got a job as a copy boy on a newspaper.

"To get that job, I had to hide my long hair. I sort of tied it back and stuffed it inside my shirt. Well, they liked me, and hired me. At first, I dressed like everybody else--suit and tie. But after a couple of weeks I went back to my natural clothes. That was when the trouble started.

"The editor said I'd have to dress like everyone else and cut my hair. I told him I'd have to think about it. I used to like to meditate for short periods of time, and they told me I'd have to stop doing that. One day I got in a fight with someone who called up about something. I called him a bunch of names because he was a real racist. He complained, and I got in a lot of trouble.

"When you're a copy boy, your job is to do the work nobody wants to do. They yell, "Copy!" and you have to run over, pick up a piece of paper and take it somewhere else. You deliver stuff, run errands, answer the phone, things like that. When I first worked there, I ran. Later, I started walking. A few months ago, I started shuffling. People complained.

"I had a lot of ideas about how that paper should be run. I told them that decisions should be made by the people who did the work. Why should some big shot be making decisions? Those people really got me mad. They kept telling me to do things their way, like it really mattered. I looked at guys who'd worked twenty, maybe thirty, years, and they were telling me that if I cut my hair and wore their kind of clothes I would be OK. No way! I don't think we need a society where you work because you're tricked, or pressured, into it.

"Finally, the editor called me into his office and told me he'd had so many complaints about me that he had to fire me. I tried to explain my position--to relate to him--but he wouldn't listen.

"I'm on unemployment now. They were nice to me for awhile at the unemployment office, but now they keep bugging me about getting a job. Actually, I've picked a career for myself. It's to practice the kind of traditional medicine that is more spiritually oriented than modern Western medicine. I want to learn about herbs, massage, health foods and things like that. And meditation. I want to be a doctor of the spirit. I want to be my own boss--make my own decisions about what to do and when to do it.

270

2. Copy the following questions on the chalkboard. Organize the class into small groups to discuss the questions and to relate the story to their own experiences and knowledge of the world of work. Each group should select a recorder to take notes during the discussion period.

   a. Does Charlie give a valid example of the way young people feel about work today? Explain your answer.

   b. Did Charlie's jobs contribute to a positive self-concept? Do you think he will arrive at a point where his occupation will contribute to a positive self-concept? Why, or why not?

   c. Do you agree with Charlie that we have a society where people are tricked and pressured into work? Why, or why not?

   d. How do you feel about his description of his job with the newspaper?

   e. From reading this account, and from your own experience, how do you think most people feel about work? How do you think an individual like Charlie can survive with dignity in a work-oriented world?

   f. Paul Goodman says in Growing Up Absurd that growing up means: "During my productive years I will spend eight hours a day doing what is no good." How do you think Charlie would react to that quote? How do you react?

3. To follow up on small group discussions, have the class share insights and ideas that may have surfaced. Ask recorders to present group reactions to the questions.

4. After discussion, point out that people have had different attitudes about work. Pass out "What People Think About Work" and have students take turns reading the quotations out loud. Invite them to comment on the quotations and to ask questions about those they don't understand. Have students then select three quotations to which they have strong reactions or feelings, either positive and/or negative. Ask them to share their choices with the class and briefly explain the reasons for their selections.

5. Conclude the activity by having students create quotations that describe their philosophies of work. Descriptions may be written on paper and collected in a class booklet or posted on the bulletin board.

ADDITIONAL ACTIVITIES

1. Supplement the activities in this lesson with activities from Exploring Career Decision-Making, Unit III, Concept 4, Activities E through I.

2. Show and discuss one of the following films/filmstrips available at the Career Information Center, Office of the State Director of Vocational Education, University of Hawaii.

   a. Changing Work Ethic. (2 parts) Guidance Associates. 1973. (2 filmstrips, 2 cassettes, teacher's guide). In Part I, short, open-ended dramatizations challenge students to debate the following questions:

Is hard work the key to success? Is there any kind of honest work you wouldn't do? Part II examines rising job dissatisfaction from worker/consumer/employer viewpoints.

b. Our Own Two Hands. Bread and Butterflies Series. National Instructional Television. 16 mm film. A family talks about the farm they've built, the achievements of their children, and the closeness the family feels because they work together. The Holland family shows there is dignity in hard work.

3. Invite two or three retired persons to talk about their lifetime accomplishments and their philosophy of work and retirement.

4. As a contrast to the account of "Charlie Blossom," have students read one or more of the following from Studs Terkel's Working.

   a. Mike LeFevre, steelworker, pages 1-10.

   b. Billy Carpenter, newsboy, pages 11-12.

   c. Aunt Katherine Haynes, farm woman, pages 39-41.

   d. Donna Murray, bookbinder, pages 409-413.

   e. Nick Salerno, sanitation truck driver, pages 147-150.

   f. Tom Patrick, fireman, pages 748-762.

RESOURCES

1. Working. Studs Terkel. Avon Books. 1975.

2. Exploring Career Decision-Making. McKnight Publishing. 1978.

WHAT PEOPLE HAVE THOUGHT ABOUT WORK

1. Work consists of whatever a body is obliged to do.
MARK TWAIN

2. All work, even cotton spinning, is noble . . . A life of ease is not for any man, nor for any god.
THOMAS CARLYLE

3. Work is a four-letter word.
ANONYMOUS

4. My young men shall never work. Men who work cannot dream, and wisdom comes in dreams.
SMOHALLA, OF THE NEZ PERCE

5. Being forced to work, and forced to do your best, will breed in you temperance and self control, diligence and strength of will.
CHARLES KINGSLEY

6. How can I work
When there's no work to do?
Hallelujah, I'm a bum.
ANONYMOUS

7. There is no substitute for hard work.
THOMAS EDISON

8. Be strong!
We are not here to play, to dream, to drift;
We have hard work to do, and loads to lift.

9. Everyone who is prosperous or successful must have dreamed of something. It is not because he is a good worker that he is prosperous, but because he dreamed.
LOST STAR, OF THE MARICOPA

10. Work is love made visible.
KAHLIL GIBRAN

11. All work is as seed sown: it grows and spreads, and sows itself anew.
THOMAS CARLYLE

12. Work is the crabgrass in the lawn of life.
SNOOPY

13. . . . work is the duty of every able-bodied citizen, according to the principle: "He who does not work, neither shall he eat."
JOSEPH STALIN, ARTICLE 12, CONSTITUTION OF THE USSR

14. Man's right to work is the right to be bored for most of his natural life.
NEVILLE

15. Between labor and play stands work . . . whether a job is to be classified as labor or work depends, not on the job itself, but on the tastes of the individual who undertakes it.
W. H. AUDEN

16. You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day--all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy.
WILLIAM FAULKNER

17. Blessed are the horny hands of toil.
JAMES RUSSEL LOWELL

18. Work and play are words used to describe the same thing under differing conditions.
MARK TWAIN

19. Work? Wat's dat?
ANONYMOUS

20. Without work all life goes rotten. But when work is soulless, life stifles and dies.
ALBERT CAMUS

45. CHANGING ROLES AND IMAGES

Overview

New and unusual versions of the Cinderella and Prince Charming stories introduce the topic of traditional sex-role stereotypes. Students complete a short questionnaire to help them see whether they are prepared for a world in which men and women share career and homemaker roles. After tallying their responses, students discuss their scores in light of changing male and female roles.

Materials

A copy of "Cinderella ... Today's Woman" for each female student
A copy of "Prince Charming ... Today's Man" for each male student
A copy of "Scoring Sheet" for each student

BACKGROUND

Currently, 44% of those in Hawaii's work force are women. By the year 2000, this percentage is expected to reach or exceed 50%. As women become more interested in full-time careers, men are becoming more accustomed to performing numerous household and homemaker chores. The sex-role stereotypes are no longer valid with the emergence of these new patterns and practices.

ACTIVITIES

1. Ask students to recount briefly the story of Cinderella and Prince Charming. Point out that like all fairy tales, this one had a happy ending.

2. Introduce a "new version" of the traditional tale. Read aloud the "Cinderella" and "Prince Charming" stories which follow.

Cinderella

Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother and was responsible for all of the cooking, cleaning, and other chores around the home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother. Then she was miraculously discovered by Prince Charming and went to live with him in the castle. She ran the castle and raised their children, never thinking about working in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occasional trips to Crusader conventions. They never thought about divorce because that was not allowed. If things got too bad, Cinderella spent a few days in the local convent. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time were dead by

275

the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously, and many women must now work outside the "castle."

Prince Charming

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never did any "castlehold" tasks such as cooking and sewing. Each morning Prince Charming would ride off to fight dragons. He was handsome, adventurous, and brave. When the Queen felt Prince Charming should have his own castle, he set out to find the woman of his dreams. He fell madly in love with Cinderella. She was not only sweet and beautiful, she also knew how to cook, clean, sew, and take care of a castle. Prince Charming continued to go off and fight dragons while Cinderella stayed in the castle and raised the kids. He never expected her to get a job in the local sword repair shop because that was for men. They were never divorced because it was not allowed. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people at that time were dead by the age of 35.

Things are quite different today. Many women must now work outside the "castle," and men must now share in the household chores.

3. Give each female student a copy of "Cinderella ... Today's Woman" and each male student a copy of "Prince Charming ... Today's Man." Have students complete the items by checking those that apply. When they are finished, they should total the checks in each list and then check the appropriate category in the Scoring Box.

4. Copy the following chart on the chalkboard and do a class tally by asking for a show of hands for each category.

	Female	Male
Cinderella/Prince Charming Totals Greater		
Both Totals Equal		
Today's Woman/Today's Man Totals Greater		

5. Pass out copies of the "Scoring Sheet." Have students read the material and consider their scores in light of the information presented in each category. Conduct a class discussion on sex-role stereotypes as against new patterns and practices which have emerged in recent years. The following questions might be included in your discussion.

   a. Why would "Cinderellas" and "Prince Charmings" be in serious trouble today?

   b. What are the sex-role stereotypes this lesson highlights? (woman in the home, man at work)

   c. Why do you think these stereotyped roles are no longer applicable? (more women are working; more women choose to work; men share in house work and child rearing; etc.)

   d. Is our class prepared to take on the world? Why, or why not? Do you think we are more prepared than our parents were? Why, or why not?

ADDITIONAL ACTIVITIES

1. Have students write a short essay about their reactions to the exercise, describing in particular whether they learned anything from it about themselves and their future plans.

2. Ask students to research other traditional fairy tales that present sex-role stereotyping. They should compare what they discover with what they believe is current thought in the world today.

3. Have students complete the role playing activity "Who Can Vote?" in Role Playing in the Curriculum, page 250.

RESOURCE

Shaftel, Fannie and George Shaftel. Role Playing in the Curriculum. Prentice-Hall. 1982.

CINDERELLA . . . TODAY'S WOMAN

To find out if you are better prepared for Cinderellahood than for modern womanhood, check all items in the following two lists that apply to you. Then add the checks and write the totals in the spaces provided.

Cinderella

_____1. I can cook.

_____2. I think a woman's place is in the home.

_____3. I cannot manage money.

_____4. I prefer love stories and movie magazines.

_____5. I expect to marry and have my husband support me.

_____6. I do not worry about the future.

_____7. I have no career plans.

_____8. I can raise children.

_____9. I can sew.

_____10. I can dance.

_____11. I have not had any job experience.

_____12. I talk to mice.

_____13. I can give a party.

_____14. I have no job skills.

_____15. I am looking for Prince Charming.

Total __________

Today's Woman

_____1. I plan to work for 20 years.

_____2. I am not afraid to be the only girl in class.

_____3. I have career plans.

_____4. I have investigated all high school job training courses including auto mechanics and electronics.

_____5. I know about apprenticeship programs.

_____6. I plan to have a skill before marriage so that I can always get a job.

_____7. I think I can do any job a man can do, as long as I receive the proper training.

_____8. I have talked to a counselor about my future job plans.

_____9. I have investigated training programs available in community colleges.

_____10. I am aware of the salary difference between secretaries and auto mechanics.

_____11. I know how much money it takes to feed a family of four for a week.

_____12. I am aware of Title IX.

_____13. I will graduate from high school.

_____14. I have thought about my future.

_____15. I can list 20 jobs open to women. (Prove it by listing them.)

____

____

____

____

____

Total _____________

Scoring Box

Compare your two totals, then check the appropriate category.

_____The "Cinderella" total is greater than the "Today's Woman" total.

_____The "Cinderella" total is equal to the "Today's Woman" total.

_____The "Today's Woman" total is greater than the "Cinderella" total.

PRINCE CHARMING. . .TODAY'S MAN

To find out if you are better prepared for Princehood than for modern manhood, check all the items in the following two lists that apply to you. Then add the checks and write the totals in the spaces provided.

Prince Charming

_____1. I expect to be the sole bread-winner for my family.

_____2. I feel financial matters are best handled by a man.

_____3. I feel women belong in the home.

_____4. I want to have a wife who will stay home and take care of me.

_____5. I do not think a man should clean house.

_____6. I do not think a man should sew.

_____7. I feel women should raise children.

_____8. I do not think boys should play with dolls.

_____9. I do not think men should cry.

_____10. I feel there are "men's jobs" and "women's jobs."

_____11. I cannot prepare a nutritionally balanced dinner.

_____12. I can slay dragons.

_____13. I would not consider being a secretary.

_____14. I do not think a man should be a house-husband.

_____15. I am looking for Cinderella.

Total_____________

Today's Man

_____1. I would teach my daughter how to work on a car.

_____2. I would allow my son to play with dolls.

_____3. I can sew.

_____4. I am not afraid to be the only guy in any class.

_____5. I plan to learn to take care of myself, even if I marry.

_____6. I feel women have as much of a need and right to a career as men do.

_____7. I feel it is OK for guys to cry and show emotions.

_____8. I can clean house.

_____9. I know how to care for a baby.

_____10. I know how much money it takes to feed a family of four for a week.

_____11. I have investigated ALL high school job training courses including child care and food preparation.

_____12. I am aware of Title IX.

_____13. I will graduate from high school.

_____14. I would encourage my wife to seek a career.

_____15. I plan on learning how to take care of a house and share responsibilities with my wife.

Total__________

Scoring Box

Compare your two totals, then check the appropriate category.

_____The "Prince Charming" total is greater than the "Today's Man" total.

_____The "Prince Charming" total is equal to the "Today's Man" total.

_____The "Today's Man" total is greater than the "Prince Charming" total.

281

SCORING SHEET

"Cinderella" Total Greater Than "Today's Woman" Total.

The glass slipper fits and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will work in the future (9 out of 10 high school girls will work). You need to start giving serious thought to job training available to you in high school. Unless you start training now for a good-paying job, you may not be a very employable person.

"Cinderella" Total Is Equal to "Today's Woman" Total.

You have thought about your future but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore all options. Get all the information.

"Today's Woman" Total Greater Than "Cinderella" Total.

Hooray for you! You are ready to take on the world. You can manage a home and a job. You realize you will probably work in the future and have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

"Prince Charming" Total Greater than "Today's Man" Total.

You are expecting to slip the glass slipper on a woman's foot someday and live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by. You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself.

"Prince Charming" Total Is Equal to "Today's Man" Total.

You do not believe in "Cinderella" and "Never Never Land." You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You have probably explored the traditional male job training courses but none of the others. Explore all career options and do what you want to do.

"Today's Man" Total Greater Than "Prince Charming" Total.

You are ready to take on the world. You can manage a home and a job. You know what it costs to live, and you know what kinds of jobs will enable you to earn the necessary salary. You are man enough to enroll in any course--even if you are the only male in the class. Congratulations.

46. EXAMINING STEREOTYPES

Overview

Students write responses to questions to reveal their perceptions of differences in the roles of women, men, girls, and boys. They discuss their responses and then consider definitions of "stereotype." They identify examples of stereotyped statements, and then complete worksheets which stimulate thought about the choices they may make in selecting life roles.

Materials

A copy of "Examining Stereotypes: Personal Decisions" for each student

ACTIVITIES

1. Copy the following questions on the chalkboard. Explain that these are questions about life roles of girls, boys, women, and men. Ask students to write responses to each question.

   a. Are men or women smarter? Why do you think so?

   b. Are men or women more physically active? Why do you think so?

   c. Can a man be a successful secretary or nurse? Why, or why not?

   d. Can a woman be a successful soldier or firefighter? Why, or why not?

   e. Are there differences in the abilities of boys and girls? If your answer is yes, what are the differences?

   f. Are there differences in the abilities of men and women? If your answer is yes, what are the differences?

2. Tally and compile responses to the questions, then involve the class in a discussion of the results. Point out during the discussion that it is important for them to identify the differences they perceive in the roles of girls, boys, men, and women, and to explain why they believe such differences exist. The following questions could help to focus their perceptions of sex-role differences:

   a. Are you satisfied with the way things are today?

   b. Do you believe the differences you have given are real, or only imagined?

c. How do you think these differences--or our perceptions of differences--affect us?

d. Why do you think some people view differences one way, and some another way?

e. Do you believe adults would identify the same reasons for differences that you have given?

3. Copy the following definitions of stereotype on the chalkboard:

Stereotype a standardized and simplified mental picture held by a group of people

a biased generalization about a social or national group, according to which individuals are falsely assigned traits they do not possess

4. Explain that a stereotype is a label and description which is oversimplified and often incorrect. Also point out that the second definition shows how a stereotype can be biased and falsely assigned.

5. Ask students to give examples of statements which illustrate sex-role stereotypes (stereotype about roles males and females should have). For example: "boys are rough," "girls are chatterboxes," "housework is woman's work," "boys shouldn't cry," "sports aren't feminine," artists are sissies," "don't ask a woman to do a man's job," etc. Write their suggestions on the chalkboard and discuss briefly how the statements are limiting labels.

6. Give each student a copy of the "Examining Stereotypes: Personal Decisions" worksheet. Explain that every person has the right to decide on his or her roles in life. Emphasize that we have the right to choose and that having choices is more important than not choosing in a particular way. Point out that the purpose of the worksheet is to help them think about choices they will make in selecting life roles.

7. After the worksheets are completed, involve the class in a discussion about their responses. Ask volunteers to share their responses with the class.

ADDITIONAL ACTIVITIES

1. Ask students to examine their textbooks for examples of sex-role stereotyping.

2. Have students give examples of sex-role stereotyping in popular music.

3. Guide a class discussion on advantages and disadvantages of being male or female. Have students write a short paper identifying changes they would like to see which would provide a fair distribution of advantages and disadvantages.

4. Have students look at the chores they are responsible for doing at home and report on whether the chores they are assigned have anything to do with being male or female. The following questions can be covered in a class discussion: Who makes the decisions about how chores are assigned at home? Why? Do you prefer to do chores other than the ones you now have? Why? What changes would you like to see made? If you were a parent, how would you go about distributing chores?

5. Ask students to monitor television advertisements and programs for a one-week period, and make a list of examples of men and women shown in a) unfair or discriminatory roles, and b) fair or equal roles.

RESOURCES

1. Stein, Dorothy. et al. *Thinking and Doing: Overcoming Sex-Role Stereotyping in Education*. The Hawaii Educational Equity Program, University YWCA.

2. *Being A Man: A Unit of Instructional Activities on Male Role Sterotyping*. U.S. Department of Health, Education, and Welfare. 1977. (Source of "Examining Stereotypes: Personal Decisions" worksheet.)

3. *Speaking of People*, Student Manual, Books I and II. The Hawaii English Program. State of Hawaii Department of Education. 1978. These manuals include a variety of activities on stereotyping (a good resource for the teacher interested in more in-depth work on the subject).

4. Shaftel, Fannie and George Shaftel. *Role Playing in the Curriculum*. Prentice-Hall. 1982.

EXAMINING STEREOTYPES: PERSONAL DECISIONS*

I can identify the following examples of sex-role stereotyping:	I would/would not like to change these because:	Actions I would take to make changes I think are important:	Actions I definitely plan to take:
With my friends:			
At school:			
At home:			

---

*Adapted from Being a Man: A Unit of Instructional Activities on Male Role Stereotyping. U.S. Department of Health, Education, and Welfare. 1977.

47. A PROCEDURE FOR USING THE *OCCUPATIONAL OUTLOOK HANDBOOK*

Overview

Students learn to use the *Occupational Outlook Handbook* by following the procedures outlined in a "Guide Sheet." They become familiar with the thirteen occupational cluster headings, the subheadings for each cluster, and the groupings of specific occupations within the subheadings. They then complete detailed analyses of information that describes several specific occupations.

Materials

Copies of the *Occupational Outlook Handbook*
A copy of "Guide Sheet" for each student

ACTIVITIES

1. Organize the class into groups of three and provide each with a copy of the *Occupational Outlook Handbook*. Have students turn to the table of contents. Explain that all the occupations in the *Handbook* are grouped in thirteen clusters of related jobs. Ask students to identify the occupational cluster headings; copy these on the chalkboard.

OCCUPATIONAL CLUSTER HEADINGS

Industrial Production
Office
Service
Education
Sales
Construction
Transportation
Scientific and Technical
Mechanics and Repairers
Health
Social Science
Social Service
Performing Arts, Design,
and Communication

2. Discuss the basic organization of each cluster by referring to one of them in the table of contents and pointing out the cluster headings, subheadings, and specific jobs.

EXAMPLE

77	OFFICE OCCUPATIONS	(cluster heading)
78	Clerical occupations	(cluster subheading)
79	Bookkeeping workers	(specific occupations)
80	Cashiers	
82	Collections workers	
83	File clerks	

3. Assign each group one or two occupational clusters to investigate. Notice that some clusters contain more material than others, so divide these accordingly among groups. Provide each student with a copy of "Guide Sheet." Explain that they are to explore their assigned occupational clusters, follow the instructions on the "Guide Sheet," and share the information with the class.

4. When the groups have completed their research, ask them to describe their occupational clusters by summarizing the answers to questions.

ADDITIONAL ACTIVITIES

1. Have students select an occupation from the Handbook and design a recruiting poster which addresses itself to the interests of potential workers. For example, a poster might read, "Are you interested in space exploration? Does the future of air science excite you? Are you good at math and science? Then maybe aerospace engineering is for you!"

2. Ask students to list four "dream occupations"--jobs they might like to have or have dreamed of having in the future. Have them look up these occupations in the Handbook, using the Table of Contents or the Index to Occupations and Industries, then write a brief paragraph on the employment outlook for these occupations through the 1980's.

3. Discuss relationships between the thirteen occupational clusters and the work interest areas described in the "Worker Trait Group Digest," Appendix B, Exploring Career Decision-Making. Have students match work interest areas to occupational clusters.

RESOURCES

1. "Work Situations" and "Work Activities" (filmstrips and cassettes). Exploring Career Decision-Making. McKnight Publishing Company. 1978.

2. Exploring Career Decision-Making. McKnight Publishing Company. 1978. Units VI and VII.

3. Occupational Outlook Handbook, 1980-81 Edition. U.S. Department of Labor Statistics. Bulletin 2075. March 1980.

GUIDE SHEET

1. What occupational cluster(s) were you assigned?

2. Find your cluster heading in the table of contents of the Occupational Outlook Handbook.

3. Locate the page and read the introductory material following the cluster heading. This will give you a general idea of related jobs contained in your cluster. Next, skim the material following each subheading. Pay special attention to:

   -the things workers in your cluster do
   -the places in which they work
   -worker qualifications
   -personality characteristics

4. Quickly review the descriptions of three or four specific occupations.

5. Answer the following questions on a separate sheet of paper.

   a. In general, what kinds of things do workers in your cluster(s) do?

   b. In what place or places do most workers in your cluster(s) work?

   c. What are some abilities, skills, and qualifications required of workers in your cluster(s)?

   d. Which of the following personality characteristics do you think are required of workers in your cluster(s)?

   -make responsible decisions
   -motivate others
   -direct and supervise others
   -work in a highly competitive atmosphere
   -enjoy working with ideas and solving problems
   -enjoy working with people
   -enjoy working with tools or machinery (good coordination and manual dexterity are necessary)
   -work independently (initiative and self-discipline are necessary)
   -work as part of a team
   -enjoy working with detail, either numbers or technical written material
   -enjoy helping people
   -use creative talents and ideas and enjoy having an opportunity for self-expression
   -derive satisfaction from seeing the physical results of your work
   -work in a confined area
   -perform repetitious work
   -enjoy working outside, regardless of the weather

48. RELATING INTERESTS TO OCCUPATIONAL CHOICES (KUDER OCCUPATIONAL INTEREST SURVEY)

Overview

Students complete the Kuder Occupational Interest Survey (OIS) and discuss how the scores should be interpreted. Based on the results of the survey, they identify two interest areas to explore. They work in small groups with classmates who have similar interests, using the Occupational Outlook Handbook to identify occupational clusters and locate job descriptions related to their two chosen interest areas. They then use the Handbook to complete forms which require information concerning training and qualifications, outlook for employment, related jobs, and pay for their two interest areas. A final discussion is conducted to share information they discovered about their interests and related occupational opportunities.

Materials

A set of the Kuder Occupational Interest Survey (OIS)
Ten copies of the Occupational Outlook Handbook
Two copies of "Interest-Related Occupations" for each student

BACKGROUND

In interpreting the scores of the Kuder test, it is important to recognize that their validity is based entirely on the particular items selected for the test. The items may or may not reflect individual traits or tendencies which result from differences in culture, experience, regional background, etc. The test will, however, be of value in helping students become more "test knowledgeable," and orient them to the need for establishing relationships between interests and occupational choices.

ACTIVITIES

1. Have students take the Kuder Occupational Interest Survey (OIS). Help them interpret the results of their scores.

2. Conduct a follow-up discussion which includes the following ideas:

   a. There were no right or wrong answers on the OIS, therefore a high score is not a "good" score, nor a low score a "bad" one.

   b. The *OIS* scores show how a person's preferences are like those of people in various occupations and fields of study.

   c. A person's interests are important, but they are not the only consideration in making educational and occupational choices. For example, a consideration of abilities, skills, values, and preferred lifestyles also is important.

   d. The scores on the *OIS* are *personal*. Comparing scores with those of others will not help students understand their own scores.

   e. The interest scores help highlight *possible* choices for future educational and/or occupational decisions. Other possibilities will always open up over a period of time.

3. Based on the results of the *OIS*, help students identify two interest areas they would like to explore. Ideally, these should be areas which scored high. However, if some students would like to explore areas for which scores were low, encourage them to do so.

4. Organize the class into groups which share similar interest areas. Provide each group with one or two copies of the *Occupational Outlook Handbook*. Explain that the *Handbook* organizes related jobs into groups, or *clusters*. The clusters are related to broad areas of interest. (See Lesson 47 which explains how to use the *Handbook* and describes a procedure for familiarizing students with the thirteen occupational clusters.)

5. Help students identify the occupational clusters related to their two chosen interest areas. Ask students to skim through the various job descriptions and list titles which interest them. Allow adequate time to complete this step.

6. Pass out two copies of "Interest-Related Occupations" to each student. Ask students to select from their lists four jobs from each of the two interest areas. They should fill in the required information on the sheets by referring to the job descriptions in the *Handbook*.

7. When students have completed the sheets, ask them to share any information which surprised them about their choices.

8. Conduct a class discussion which includes the following questions:

   a. Did you change your minds after finding out more about a specific job? Why, or why not? What specific information about the job made you change your mind?

   b. What related jobs did you discover? Which ones would you like to learn more about?

   c. What personality traits do you think are required of your chosen jobs? For example, do your jobs require that you work independently, or as part of a team?

d. In what ways has this activity helped you?

e. Do you think the test accurately reflected your basic interests? Do your parents agree?

ADDITIONAL ACTIVITIES

1. Have students use the "Work-Interest Areas" from Lesson 16, "Exploring Personal Interests," as a basis for identifying career choices.

2. For an in-depth exploration of how interests can be examined and utilized in career exploration, see Unit V in Exploring Career Decision-Making.

3. Discuss how possible differences in interests between male and female students traditionally led to different career selections. The discussion might include specific ways the interests of males and females have changed in recent years.

4. Have students write a short essay on why the freedom to pursue one's own interests can be important to a person's future.

5. Have students respond to the following case studies. Ask them to describe the differences between the two workers and the benefits offered by their chosen occupations. Introduce the idea that one's interests can influence job selections in different ways.

    a. Jane. "I love my work in films. I began as a reader for a large movie studio. My job was to read novels and write short summaries for the decision-makers. This was great work for an English major who loved to recommend stories for possible production. Eventually, I tried my hand at scriptwriting. Then, five years ago I produced my first film for an independent production company. Now I can't believe I actually get paid for what I do. I would probably do it for free!"

    b. Ken. "I'm a flight attendant for a large, commercial airline company. I first chose this occupation because the pay was excellent and I was interested in travel. The actual work is not exciting. You're on your feet all day and serving people who are not always pleasant. But the benefits of the job are great. I work three days a week, make over $30,000 a year, and can travel anywhere in the world for only a few dollars. Because of my working hours, I can pursue the activities I'm really interested in. I play tennis, take guitar lessons, and attend community college classes on subjects I would like to explore."

RESOURCES

1. Exploring Career Decision-Making. McKnight Publishing Company. 1978.

2. Occupational Outlook Handbook, 1980-81 Edition. Department of Labor Statistics. Bulletin 2075.

3. Resources for Promoting Sex Equity in Vocational Education. Office of the State Director for Vocational Education. University of Hawaii. 1981.

4. The following films are available at the Career Information Center, Office of the State Director for Vocational Education, University of Hawaii.

   a. Free to Choose. Film Fair Communications. 1974 (16 mm film on male and female stereotypes).

   b. Choosing a Career. Coronet Institutional Media.

   c. Choosing Chances. Bread and Butterflies Series. National Instructional Television. 1974.

INTEREST-RELATED OCCUPATIONS

Your Name:

Interest Area: Cluster Title:

Job Title and Description	Training and Other Qualifications	Employment Outlook	Related Jobs	Pay
1.				
2.				
3.				
4.				

49. SOCIAL INFLUENCES ON CAREER DECISIONS

Overview

A discussion introduces the idea of social influences on career decisions. Students consider a case study which illustrates ways in which family, friends, culture, and community can influence career decisions. They discuss the reading and identify examples of these influences. Students learn that these influences may be subtle or direct, and that the outcomes may be expected or unexpected, as well as positive or negative. After discussion, students complete an activity in which they describe social influences on their own decisions.

Materials

A copy of "The Family" for each student
A copy of "My Career. . . My Decision?"

ACTIVITIES

1. Initiate a brief discussion on social factors which can influence career decisions. Following are discussion questions you could ask students to consider.

   a. How can parents and family affect a person's career decisions?

   b. How can friends and peers affect a person's career decisions?

   c. How can a person's ethnic background or culture affect career decisions?

   d. How can the community affect a person's career decisions?

2. Pass out "The Family." Explain that the three characters span three generations in one family. Have students read the case study to identify social factors which influenced career decisions.

3. In a discussion, have students identify examples of how parents, friends, culture and community influenced the occupational and educational decisions made by people in the case study. List these on the chalkboard under the appropriate areas. Student responses may be different from the following list since the categories are not rigid. Guide students to discover that the influences can be subtle (for example, Christina's unvoiced expectation that her daughter will go to college) as well as direct (for example, George talking directly with his daughter about becoming a doctor or a lawyer), and that the outcomes of these influences are not always predictable. Have students consider whether any of the effects were less than positive for the person concerned.

Family

Mrs. K's parents support her decision to become a teacher although her grandmother was against it.

Mrs. K. strongly encouraged George to become a teacher without considering what he wanted.

George speaks directly to his daughter about having a profession.

Friends

George's friends influence his decision to go to college on the mainland.

One reason Christina leaves medicine is she cannot identify with peers.

Culture

Mrs. K's culture values teaching as a profession.

Christina's culture values education even if one chooses to work in an unrelated field.

Community

Mrs. K's community respects and honors teachers.

Mrs. K's community believes money is less important that service and sacrifice.

4. Pass out copies of "My Career. . . My Decision?" Have students complete the form as well as they can by listing and/or describing past, present, and future influences of family, friends, culture, and community on their decisions.

5. Copy the following questions on the chalkboard for students to consider while they fill in their worksheets, or, use them as a springboard for class discussion following completion of the activity.

   a. What kinds of advice about future careers have your parents given you (for example, "Get a job that offers security.")?

   b. What work values does your family have? Are these communicated to you through example?

   c. How do your peers influence your choices? Will you do what you want or what they want?

   d. Do your peers affect your career decisions more than your family?

   e. Are you aware of cultural values that may influence your choices, such as the relative importance of money, prestige, success, etc.?

   f. What community values do you think are important enough to influence your choices?

ADDITIONAL ACTIVITIES

1. Conduct a class discussion on the positive and negative aspects of parental influences on career choices. Have students write a short paragraph in answer to the question: What kinds of advice do you think parents should give their children?

2. Show the filmstrip "Social Influences," Exploring Career Decision-Making, Unit XII, Activity A. Discuss the filmstrip, using the questions on page 331.

3. Have students complete the activities on peer influences in Exploring Career Decision-Making, Unit XII.

4. Show and discuss one of the following films available at the Career Information Center, Office of the State Director of Vocational Education, University of Hawaii.

   a. A Different Drum. Brigham Young University. 1974. (16 mm. film) A family realizes that a college education is not for everyone.

   b. Square Pegs--Round Holes. Film Fair Communications. (16 mm. film) An animated film on finding your unique way of life in spite of the influences around you.

   c. Success Story. Bread and Butterflies Series. National Instructional Television. 1974. (16 mm. film, teacher's guide and student manual). A film on the personal nature of success though the story of a young man's unique achievement.

   d. The Way We Live. Bread and Butterflies Series. National Instructional Television. 1974. (16 mm. film, teacher's guide and student manual). Documentary of a West Virginia family--their attitudes toward work and home and the values that shape their lives.

RESOURCES

1. Exploring Career Decision-Making, McKnight Publishing Company. 1978.

2. Career Values--What Really Matters to You. Guidance Associates. 1974, 1975. (5 filmstrips, 5 cassettes, and teacher's guide). This program is available at the Career Information Center, Office of the Director of Vocational Education, University of Hawaii.

3. Changing Work Ethic, Parts 1 and 2. Guidance Associates. 1973 (2 filmstrips, 2 cassettes and teacher's guide).

THE FAMILY

Grandmother: Mrs. K. 87 years old. Retired language school teacher.

When I told my own grandmother that I wanted to be a teacher, she wept and said, "Have we sunk this low for you to have to work?" She believed I would bring disgrace upon the family by working. Fortunately, my parents did not agree. I did not question their wisdom, and I was grateful for their guidance.

Long ago, in the country where I grew up, most people regarded teaching as an honorable profession. In return for the privilege of education, you lived a life of service and sacrifice. Although you did not make a fortune, you were respected. You brought honor to your family.

When I moved to this country, I did not change my feelings. I advised my children to follow the same path. It was their duty to follow my wishes.

I regret to say that only my eldest son remained a teacher. He is a university professor. My daughter and youngest son changed their occupations. Teaching did not bring them the satisfactions it brought me. Perhaps I pushed them too hard. Now people believe other occupations are just as important.

Father: George K. 54 years old. Mailman.

Some people know what they want from the time they're kids. Not me. I knew what my parents wanted, but I didn't know what I wanted. When I was a kid, I was a rebel, but after I got out of the Army, I had to make a decision. My oldest brother was teaching at Columbia University on the mainland, and my friends said, "Why don't you go up there to school?" It seemed like a good idea, plus my parents wanted me to get a teaching certificate. In my family and culture, you had obligations to follow your parents' wishes. So I went.

When I came home, I taught agriculture at a country school. Me, I hardly knew the difference between a horse and a cow! After that, I worked in two more schools, but no heart, right? So, when I heard about a civil service exam for mailman, I took it. And I've been delivering mail for over 20 years. It's OK. No hassles. You don't get rich, but I got a lot of time for carpentry, my hobby. And golf.

I want my kids to do better. I used to tell them, "Hey, you gotta have a profession. People respect you. The money's good. If you're going to college, you might as well be a doctor or a lawyer. My friends tell their kids the same thing."

But my oldest son, from the time he was small he wanted to play music. In high school, all his friends were musicians. He got a bachelor's degree in music. Then he put his own group together. Now he composes too. Everybody says he's pretty good.

My daughter started pre-med at the university, but she dropped out of the program. She got a business degree. Then she went to trade school. Took some drafting courses at the university too. Now she's got her own contracting business with her husband. She's got a good head for business, just like her mother. And she's a good carpenter too.

Daughter: Christina R. 32 years old. Building Contractor.

I always knew I'd go to college, but when I was a kid I never really knew what I wanted to be. My dad kept encouraging me to be a doctor. In high school, he gave me $5.00 for all the A's I got in Math and Science. I was good at mechanical things, and he would buy me books on orthopedics, X-ray technology, things like that. Later on, I got a real kick making things out of wood. I liked designing something and seeing it come to life. My dad shouldn't be surprised. I used to be his helper when he worked on the house.

I tried, but medicine just wasn't for me. I couldn't identify with the people in the profession. I was smart enough, but it wasn't the life I wanted. I like doing my own thing. My friends are like that too. We hate routine, I guess.

I've always believed education is important. So have my family, my friends, and the community I grew up in. It shouldn't stop when you stop going to school. You can be a carpenter and still be "educated."

I would really be surprised if my daughter *didn't* go to college. I wouldn't have to force the choice on her either. I think she's always expected to go. Nowadays I think parents hope their kids will do something worthwhile and personally rewarding. At least my friends do.

MY CAREER...MY DECISION?

Describe or list how each of the following has influenced your past, present, and future career decisions.

FAMILY	FRIENDS	CULTURE	COMMUNITY

50. LIFE'S BOXES AND HOW TO OPEN THEM

Overview

Students are introduced to a long-range approach to vocational planning which strives to balance the three major activities of life--learning, working, and playing. Students are presented with a diagram which divides a lifeline into the life phases of Education, Work, and Retirement. They learn the principal activities which occur during these phases, and how the phases are sometimes not equally balanced. In a discussion, the class reaches a consensus about the proportion of time they presently spend and may continue to spend on these activities throughout their lives. The results are represented on diagrams of a "clock," and students are asked to consider whether the time spent on these activities is equally balanced. Students then explore how activities normally considered "play" can evolve into life's work, and how activities normally designated as "work" can be thought of as "play." Students then choose a preferred "play" activity and design a plan to make this into life's work.

Materials

Three shoe boxes labeled *Education*, *Work*, *Retirement*. (These may be as elaborate as you would like and large enough to hold a sheet of paper from each student. Attach a 5" to 6" circle to the front of each box to represent a clock.)

BACKGROUND

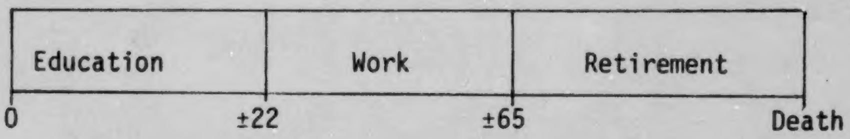
In his book, *The Three Boxes of Life*, Richard Bolles explores the concept of Life/Work Planning by developing a long-range view of vocational planning with work being equally balanced by education and leisure activities.

The first box of life, *Education*, includes the years from age five through about twenty-two. Here, the larger proportion of an individual's time is spent in learning. In the second box, from ages twenty-two to the late sixties, the individual spends the greatest proportion of time in *Work*, with some education to upgrade working skills, and enough leisure to maintain good health. In the third box, *Retirement*, an inordinate amount of time is devoted to play and leisure activities.

Bolles maintains that an important goal of Life/Work Planning is to correct the imbalance which occurs at these three life stages and thereby escape being "boxed into" an unsatisfying life design. In other words, learning, working, and playing should occur, in more or less equal proportions, at every stage. What Bolles calls "Life/Work Design" is the attempt to creatively proportion the amount of time spent on these activities.

ACTIVITIES

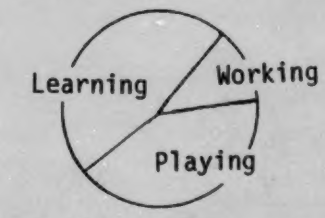
1. Draw the following representation of a lifeline on the chalkboard.



2. Show the class the three boxes you have prepared and explain that they represent the activities that take place during the three phases of life shown on the diagram. Point out that the main activities which occur during these phases are learning, working, and playing. Write these words on the chalkboard and discuss briefly what they mean.

Learning:	acquiring knowledge or skill; studying; etc.
Working:	being employed; laboring; doing a job or chore; doing something you're paid to do; etc.
Playing:	enjoying what you do; having fun; participating in activities one enjoys; taking part in games; doing things one wants to do; engaging in free-time activities; etc.

3. Ask students to estimate the proportion of time they spend during their school years on each of these activities. They should then divide the clock on the box labeled Education to represent the class consensus (as shown in the example below). Then ask students to estimate the proportions of time they will spend in the three activities for the other two life phases (Work, Retirement) and divide the clocks on those boxes according to the class consensus. Point out that time spent in sustenance and maintainance activities, such as sleep and personal care, should be counted as part of working or learning time, for example, "getting ready for school," or "resting and eating in order to work or learn."



4. Ask students to look at the clocks and consider whether the amount of time spent in the three activities for each life phase is well proportioned. Propose that an important life goal might be to correct any severe imbalance which they may recognize.

5. Have students divide a sheet of paper into three columns labeled learning, working, and playing. They should list four or five specific examples of each activity. When students are finished, ask them to place their lists in the life box designated Education.

6. Ask one student to read the lists aloud while you make a composite on the chalkboard. Note the number of times a particular activity is mentioned. Following is an example.

Learning	Working	Playing
took music lessons 𝍸	worked at drive-in ||	surfing 𝍸 𝍸
learned Japanese ||	volunteer work at hospital ||	going to the beach 𝍸 |||
go to school 𝍸 𝍸 𝍸	summer camp counselor	collecting stamps |||
learned to cook 𝍸	babysitting |||	photography
joined football team ||	cooking family meals	training for marathon ||
babysitting ||||	performed for a concert ||	playing football ||
learned to surf |||		going to movies 𝍸 𝍸
training for marathon ||		playing music |||
learned to write a report on movies		

7. Initiate a class discussion on developing a long-range view of vocational planning in which work is equally balanced by learning and leisure activities. Use the list to demonstrate how a learning activity may easily become a playing or working activity, or how a playing activity can evolve into life's work. Guide discussion with the following questions:

   a. Are there learning activities that were also designated "working" or "playing" activities? What does this show you? (Repeat the question for each category.)

   b. Which activities were frequently listed under one area? How might these popular activities among students evolve to fit another category?

   c. Which play activities can you see evolving into work activities during the next phase of your lives?

   d. Which play activities do you see yourselves "giving up" as you move to other life phases? Why do you think you might give them up? Are there good reasons for maintaining them?

8. Have students choose a preferred playing activity and design a plan to make this into life's work. Ask students to illustrate this process in words, a diagram, drawing, or poster. Display these on the bulletin board for the class to study and enjoy.

ADDITIONAL ACTIVITIES

1. Have students list learning, working, and playing activities for the Work and Retirement phases of life and place them in the prepared boxes. Repeat the procedure for tabulation and discussion used previously with the Education box.

2. Have an older adult talk to the class, perhaps someone who has been active in sports. Have this guest describe the changes in his or her occupational skills and interests over the years, and how the lessons learned in a "playing" activity were applied in later life.

3. Have students create collages of learning, working, and playing activities during the three phases of life. Set up an exhibit of student art.

4. Have students ask their parents to identify learning, working, and playing activities for the Work phase. Create a composite list on the chalkboard and discuss similarities and differences.

5. Invite a retired person or senior citizen to speak to the class about the activities which are important during the Retirement phase of life.

RESOURCE

Richard N. Bolles. The Three Boxes of Life. Berkely, Calif.: Ten Speed Press. 1978.

51. IT TAKES ALL KINDS OF PEOPLE WORKING TOGETHER

Overview

Students are introduced to six occupational categories based on occupational-interest personality types. They are guided to the understanding that interests are important in making occupational choices, and that interests differ from abilities and aptitudes. Students explore the six occupational "themes" based on interest categories and select one theme that best suits them. They are then organized into groups with different theme "choices." Each group assigns different tasks to individuals; they then report on how they divided the work, and compare their assignments with other groups. Lists of occupations for each task are shared with the class and a master list created. Each student then copies the lists and keeps them for use in the next lesson.

Materials

A copy of "Wheel of Occupational Themes" for each student
A copy of "Health Spa Project" for each group
A copy of "Project Worksheet" for each group

BACKGROUND

People tend to seek occupations that best suit their interests and the needs of their personalities. Therefore, learning about one's interests--our likes and dislikes--can help us make choices about occupations. Interests may be expressed verbally ("I love to go shopping"), observed in behavior ("He jogs three miles every Sunday morning"), and compared with various models and inventories ("Wheel of Occupational Themes," "Kuder Occupational Scales").

In this lesson an "occupational wheel" is introduced which divides the world of work into six categories based on idealized occupational-interest personality types. In the next lesson, "The Self-Directed Search" gathers information about one's daydreams, interests, competencies, feelings and attitudes, and abilities. This information is then used to help identify occupations of interest in "The Occupations Finder." The focus is on identifying, in a systematic and realistic way, careers in which students are interested. Career selections based on other factors such as ability or aptitude will be more fully discussed in another lesson.

ACTIVITIES

1. Initiate a discussion of the term interests. The following questions may be used to guide the discussion. Suggested answers have been provided to help students see how interests can influence occupational choices.

   a. What are interests? (You may define it for students as a tendency, or even an urgency, to become absorbed in an experience and to continue it; people like doing things they are interested in.)

   b. How can you identify your interests? (Suggest that students may begin by answering questions such as "What do I like?" or completing the statement "I like to . . . " Interests may also be identified by observing behavior. For example, spending leisure time playing tennis, swimming, and jogging indicates an interest in outdoor activities.)

   c. Why should interests be considered when selecting an occupation? (Guide students to the idea that people tend to work harder at jobs they enjoy. Be open to reasons students generate.)

2. Write the words abilities and aptitudes on the chalkboard. Initiate a brief discussion on the differences between interests, abilities, and aptitudes. Guide students to understand that these terms refer to what a person can do, or has the potential to do, whereas interests are concerned with what a person wants or likes to do.

3. Give a copy of the "Wheel of Occupational Themes" to each student. Explain that it divides the world of work into six categories based on interests. Review each category with students. Point out that themes opposite each other on the wheel are the most different, while those next to each other are the most similar. Ask students to select one category that best suits them. Remind students to consider what they like to do rather than what they can do.

4. Designate places in the classroom for the six themes and ask students to meet in an area according to the theme they selected.

5. Organize students into working groups that include one student from each theme area. If students are evenly distributed among the areas, creating groups will not be difficult. However, if students are not evenly distributed, try to balance each group as best you can by selecting students from theme areas opposite each other on the wheel.

6. Have students meet in their new groups. Give each group a copy of the "Health Spa Project" and the "Project Worksheet." Review the instructions with them.

7. Have students complete Part I of the project. As they work, remind them to contribute to the project according to the interest area they selected, and to pretend they have real ability in that area. Have one student in each group record on the wheel the names and task numbers assigned. Following are suggested answers.

Task 1	Enterprising
Task 2	Artistic
Task 3	Social
Task 4	Conventional
Task 5	Investigative
Task 6	Realistic

8. After the groups complete Part I, have them make a brief report and state their rationale for assigning tasks in a certain way. If a group's assignments are significantly different from those suggested above, listen carefully to supporting reasons and be prepared to clarify the categories for students. Guide discussion to cover the following ideas.

    a. The way each group assigned the tasks may be different because the categories are not rigid and tasks may be interpreted differently.

    b. This project and others they will encounter includes a variety of tasks. What each person contributes is important. It takes all kinds of people working together to get a job done.

9. Ask students to return to their working groups and complete Part II of the project.

10. After the groups complete Part II, have them share their lists. Write the occupations on the chalkboard as they are named. Ask each student to copy the occupations listed for his/her area of interest. They should file their lists for use in the next lesson.

ADDITIONAL ACTIVITIES

1. Discuss with students whether or not they were satisfied with their assignments. Guide discussion to address the following questions:

    a. Were you satisfied with your assignments? Why, or why not?

    b. Were tasks divided fairly?

    c. How did your group decide? Was someone "in charge," making all the decisions, or did everyone contribute?

2. Have students plan a real activity, such as a class party, using the following procedure:

    a. Generate a list of tasks.

    b. Label them according to interest categories.

    c. Assign tasks based on interest categories.

    d. Carry out tasks.

    e. Review and discuss the experience.

RESOURCES

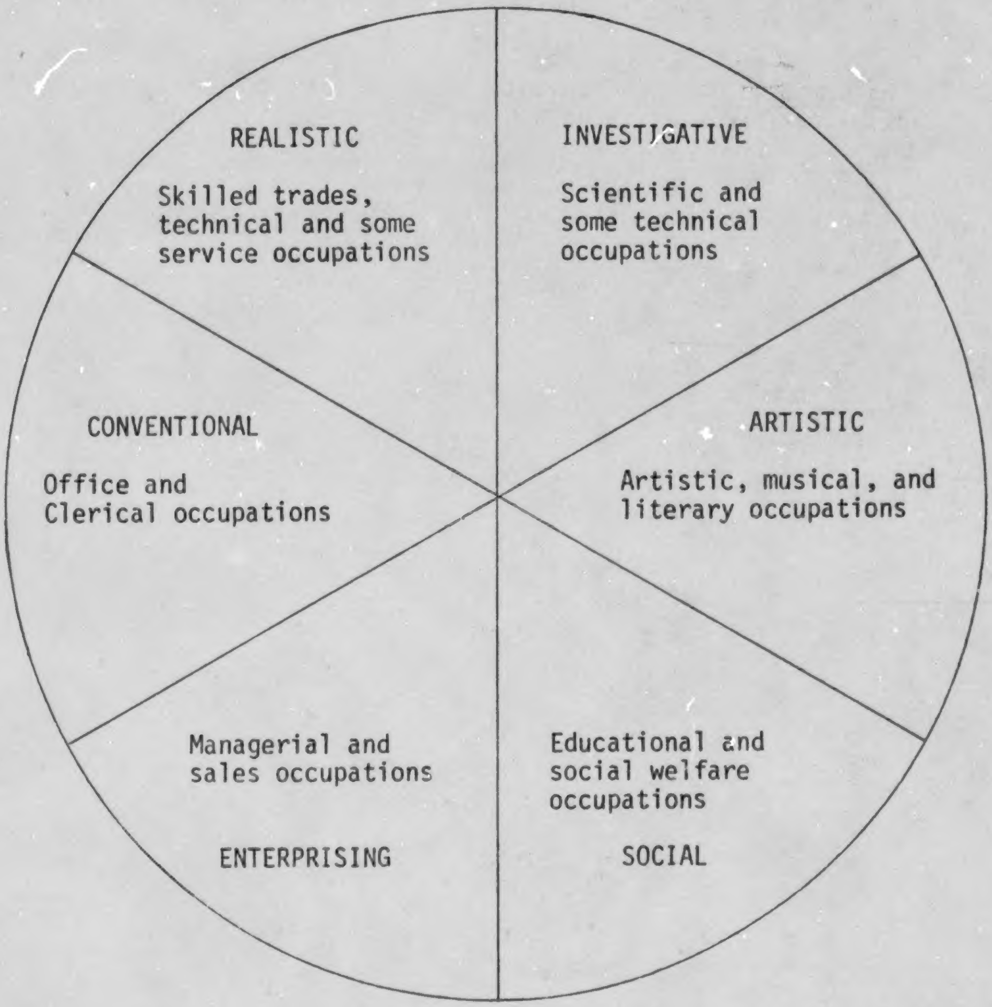
1. Richard N. Bolles. The Three Boxes of Life. Berkeley, CA: Ten Speed Press, 1978.

2. John L. Holland. Making Vocational Choices: A Theory of Careers. Prentice-Hall, 1973.

3. John L. Holland. The Self Directed Search: A Guide to Educational and Vocational Planning. Palo Alto, CA: Consulting Psychologists Press, 1974.

4. Strong-Campbell Interest Inventory of the Strong Vocational Interest Blank. Stanford, CA: Stanford University Press, 1981.

WHEEL OF OCCUPATIONAL THEMES*


REALISTIC
Skilled trades, technical and some service occupations
INVESTIGATIVE
Scientific and some technical occupations
CONVENTIONAL
Office and Clerical occupations
ARTISTIC
Artistic, musical, and literary occupations
Managerial and sales occupations
ENTERPRISING
Educational and social welfare occupations
SOCIAL

---

*From "The Self Directed Search (A Guide to Educational and Vocational Planning)," John L. Holland, Consulting Psychologists Press.

HEALTH SPA PROJECT

Part I: Task Assignment

Your group wishes to set up a health spa. Listed below are some of the tasks needed for this project. Read the tasks, then assign each task to a person in your group based on his/her interest area. Write the names of the assigned group members on the wheel on the "Project Worksheet," and by each name list the number of the task assigned. If you are able to think of other tasks, list them in the spaces below and assign them to your group members using the same procedure.

1. Buy a health spa: look for spas available for sale, select one, arrange for financing, draft and sign legal documents.

2. Decorate facility: interior space (walls, flooring, furnishings), exterior walls, grounds surrounding facility.

3. Develop exercise programs that would interest a variety of people: therapeutic programs for those with medical problems, intensive body building programs for serious weight-lifters, aerobic classes for those interested in general fitness.

4. Perform routine office tasks: schedule appointments, maintain financial accounts (send bills, collect fees, pay expenses), order supplies.

5. Serve as consultant and trouble-shooter: analyze economic conditions (money supply, unemployment rate, inflation rate) and market conditions (what competitors offer, new programs of interest) and offer recommendations based on findings.

6. Keep facility in working condition: perform routine checks on equipment, handle repairs for gym equipment, lighting fixtures, air conditioners, showers.

7.

8.

9.

10.

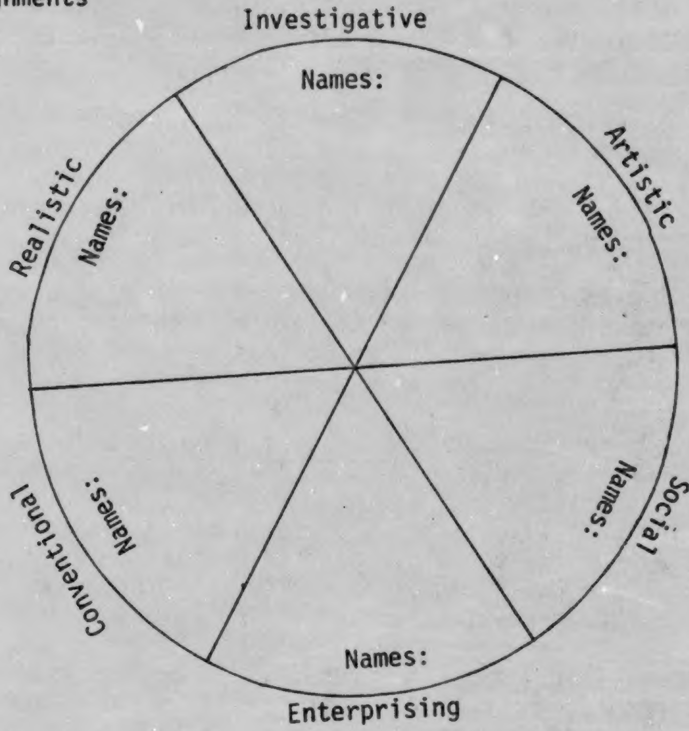
Part II: Occupations

Read each task carefully to identify occupations or job titles that are described by the task. For example, people who might perform duties in Task 1 are: real estate salesmen, bankers, escrow agents, lawyers, etc. Create your own list of occupations for each task and list them in the appropriate category on the "Project Worksheet." If your group assigned Task 1 to the Enterprising area, you should list the occupations in the Enterprising space.

313

PROJECT WORKSHEET

Part I: Task Assignments


Investigative
Names:
Artistic
Names:
Social
Names:
Enterprising
Names:
Conventional
Names:
Realistic
Names:

Part II: Occupations

Investigative	Artistic
Social	Enterprising
Conventional	Realistic

52. USING "THE SELF DIRECTED SEARCH"

Overview

Students are introduced to an instrument which can help them identify occupations they may be interested in pursuing. They first review the idea of the previous lesson, that what each person contributes in the world of work is important. Students then complete "The Self Directed Search" inventory in which they gather information about their daydreams, interests, competencies, feelings and attitudes, and abilities. They determine a Summary Code and use this to identify occupations they may be interested in pursing. These occupations then are added to the list they compiled in the previous lesson. Students are given an opportunity to explore the occupations on their lists by completing one or more of the activities suggested in "The Self Directed Search."

Materials

A copy of "The Self Directed Search" for each student
A copy of "The Occupations Finder" for each student

BACKGROUND

Students should have completed the previous lesson before using "The Self Directed Search" materials which follow. To fully benefit from the activities, students should learn that the world of work (as represented in the simulated "Health Spa Project") includes a variety of tasks, and what each person contributes is important.

ACTIVITIES

1. Review briefly the learnings of the previous lesson. Explain to students that they will now work with another activity that will help them identify future occupations based on their interests. Distribute "The Self Directed Search" to students and have them complete the inventory.

2. After students have completed the inventory, help them tally their responses to determine their Summary Code (p. 10). Guide them in using "The Occupations Finder" to identify occupations they may be interested in pursuing.

3. Return to students the list of occupations they compiled in the previous lesson ("Health Spa Project: Part II"). Ask them to add to this list the occupations they identified in "The Self Directed Search." Have them include occupations listed in the "Occupational Daydreams" section (p. 3), as well as those derived by using the Summary Code.

4. Have students review the list of activities on page 12 of "The Self Directed Search" and select one or more to complete. For example, you could have them select two or three occupations from their list and use "The Occupations Finder" to find out about the education and training requirements for their choices.

ADDITIONAL ACTIVITIES

1. Provide students with additional resources such as the *Dictionary of Occupational Titles* or *The Occupational Outlook Handbook* and have them write a job description for two or three occupations selected from their lists.

2. Have students write "want ads" for two or three occupations selected from their lists.

RESOURCES

1. Copies of "The Self Directed Search (A Guide to Educational and Vocational Planning)" and "The Occupational Finder" are available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.

2. Richard N. Bolles. *The Three Boxes of Life*. Berkeley, CA: Ten Speed Press. 1978.

3. John L. Holland. *Making Vocational Choices: A Theory of Careers*. Prentice-Hall. 1973.

4. *Strong-Campbell Interest Inventory of the Strong Vocational Interest Blank*. Stanford CA: Stanford University Press. 1981.

53. THE DAT AND THE CAREER PLANNING QUESTIONNAIRE

Overview

Students complete the DAT Career Planning Program and receive guidance in exploring occupational and educational avenues which complement their interests, aptitudes, abilities, and goals. Students are familiarized with the purpose of the program and review the meaning of the terms interest, ability, aptitude, and achievement. They complete the Career Planning Questionnaire, record their choices of school subjects and occupational areas on a separate sheet, and set this aside for use in the next lesson. Students are then given the Differential Aptitude Test.

Materials

DAT Career Planning Program Kit
A copy of the Differential Aptitude Test (Form L, S or T) for each student
A copy of the Career Planning Questionnaire for each student
A copy of "DAT Career Planning Questionnaire Summary Sheet" for each student

BACKGROUND

The DAT Career Planning Program provides a means of collecting, interpreting, and reporting data about students in order to help them make educational and vocational plans. The program:

> " . . . interprets the educational and vocational planning implications of the student's DAT scores. It takes into account his educational goals, his expressed interests in a great variety of school subjects and activities, and his interest in fields of work and representative occupations. These are grouped in such a way as to put the emphasis on types of school subjects and types of work rather than on specific courses and occupations, thus allowing for the changes in specific interests which characterize the high school years . . ." (Counselor's Manual, DAT Career Planning Program, 1973, page 1).

The program consists of the Differential Aptitude Test (Form L, S or T), the Career Planning Questionnaire, and the DAT Career Planning Report.

The Career Planning Questionnaire is a report of the student's current interest in specific school subjects, activities, and occupational areas. The groups of occupations are based on the Dictionary of Occupational Titles (DOT) classification system.

The Differential Aptitude Test is an assessment of the student's facility in a number of areas: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Usage. Each aptitude is rated as to its importance for different fields of work.

The DAT Career Planning Report interprets the student's vocational choices in relation to his/her DAT scores, educational aspirations, interest in school subjects and activities. It emphasizes the "career interpretation" of test results, which is to examine the results of the aptitude test in the light of other important information such as age, school subjects, related activities, and occupational preferences.

The DAT is a timed test which requires almost four hours to complete. For these reasons, the school usually schedules a testing day, and the test is often administered by the school counselor. The Career Planning Questionnaire takes 30 minutes to complete. It can be administered immediately preceding the DAT, or scheduled a day or two in advance.

For both procedures to be meaningful, students should have a general idea of what terms such as interest, ability, aptitude, and achievement mean. Lesson 17 outlines activites to help students see distinctions among the four terms. Lesson 54, to be used following the administration of the DAT, contains activities for helping students apply their understandings of these areas in a simulated "work" situation.

ACTIVITIES

1. Before administering the Career Planning Questionnaire and the DAT, thoroughly familiarize yourself with the first three sections of Chapter 2 in the Administrator's Handbook for the Differential Aptitude Tests, Forms S and T. If Form L of the DAT is being used, see the same sections in Chapter 2 of the Fourth Edition Manual for the Differential Aptitude Tests.

2. Review the meanings of interests, abilities, aptitudes, and achievements with students, using the distinctions set forth in Lesson 17. Point out that the questionnaire is a means of assessing their current interests in specific school subjects, school activities, jobs and occupations. Further explain that the results of the questionnaire when combined with the results of The Differential Aptitude Test can help them make occupational and educational choices. As outlined in Appendix C of the Counselor's Manual, page 40, stress the value of the DAT Career Planning Program for each person, so that students will put forth their best efforts.

3. Have students complete the questionnaire, following the detailed directions in Appendix C of the Counselor's Manual. Following is a summary of the procedures.

   a. Put students at ease by briefly explaining the value of the program as an aid to occupational planning.

   b. Distribute the four-page answer sheets and a number 2 soft-lead pencil to each student.

   c. Instruct students to fill in name, school, and date on page 1.

   d. Read aloud the directions on the top of page 1 as students follow silently. Review all items, explaining what is needed. Ask if students have any questions.

   e. Have students begin. The questionnaire should take about 30 minutes to complete.

4. If you intend to do the activity in Lesson 54, pass out a copy of "DAT Career Planning Questionnaire Summary Sheet" to each student before collecting the completed questionnaires. In the first box, have them record the group number, title, and checked activities of each of their choices for question #5 on the questionnaire. In the second box, have them record the group letter, title, and checked occupations of their choices for question #9. Have students set this information aside for use later.

5. Collect the questionnaires and set them aside for use with the DAT Career Planning Report.

6. Administer the DAT, following the instructions in Appendix C of the Counselor's Manual.

7. For information on the interpretation and use of the DAT Career Planning Report, read carefully Chapter 3 of the Counselor's Manual.

RESOURCES

1. DAT Career Planning Program. New York: The Psychological Corporation, 1973.

2. Dictionary of Occupational Titles (4th ed.). U.S. Department of Labor, Employment and Training Administration. U.S. Employment Service. 1977

DAT CAREER PLANNING QUESTIONNAIRE SUMMARY SHEET

A. Record below the group number, title, and checked activities of your three choices for questions #5.

	Group Number and Title	Preferred Activities
1st		
2nd		
3rd		

B. Record below the group letter and title and the checked jobs/occupations of your three choices for questions #9.

	Group Letter and Title	Preferred Occupations
1st		
2nd		
3rd		

54. JOBS, APPLICANTS, INTERVIEWS . . . DECISIONS?

Overview

Students simulate a real-life situation to explore relationships between interests, abilities, aptitudes, and occupational choices. Students are divided into three groups on the basis of their interests--a Board of Directors seeking qualified applicants for several jobs, a Student Employment Office which identifies the aptitudes and abilities needed for each job, and Student Applicants who apply for positions best related to their interests and abilities. After groups complete their work, a discussion highlights interests and abilities which helped group members complete their assigned tasks. Three Student Applicants are asked to role-play an interview with the Board of Directors. A discussion on the relationship of interests, abilities, and aptitudes to occupational choices ends the activity.

Materials

A copy of "Instructions: Board of Directors" for each student in Group I
A copy of "Instructions: Student Employment Office" for each student in Group II
A copy of "Instructions: Student Applicants" for each student in Group III
Three or four copies of "Job Descriptions" for each group
Three or four copies of "Aptitudes/Abilities Checklist" for each group

BACKGROUND

The activities in this lesson are intended to follow completion of Lesson 53 and the "DAT Career Planning Questionnaire." Depending on the composition of your class and the nature of student responses to question #5 on the questionnaire, you may choose to use the groups suggested or divide students arbitrarily into the three work groups.

ACTIVITIES

1. Read the following situation aloud to the class:

> The Board of Directors of the Hawaii School of Technology wants to publish a school news magazine. After discussing the matter, they decide to create their own publications department and hire students from the school to run the

magazine. They decide to submit a list of jobs to the Student Employment Office who will in turn determine the abilities and aptitudes each job will require. The Employment Office will then inform Student Applicants about the job requirements, enabling students to apply for the jobs best suited to their interests, abilities, and aptitudes.

2. Organize students into three working groups. Group compositions suggested below are based on student responses to Question #5 of the DAT Career Planning Questionnaire (see Lesson 53, "DAT Questionnaire Summary Sheet"). Students who chose subject-interest groupings 1, 7, 8 and 12-17 can be distributed evenly among the three working groups. Your purpose is to include students whose interests are related to the nature of the group tasks as well as to the occupations described in the group activity which follows.

   Group I: Board of Directors (6 students). Include students whose first or second choices for question #5 were Group 9 (Mathematics), Group 10 (Technical Subjects) and Group 11 (Crafts).

   Group II: Student Employment Office (12 students). Include students whose first and second choices were from Group 5 (Business Finance), Group 4 (Business Management) and Group 6 (Office Skills).

   Group III: Student Applicants (12 students). Include students whose first and second choices were from Group 2 (Literature and Philosophy), Group 3 (Political and Social Sciences) Group 5 (Business Finance), and Group 6 (Physical Sciences).

3. Hand out copies of instructions for the three groups, "Job Descriptions," and the "Aptitudes/Abilities Checklist." Review the instructions. Go over job titles on "Job Descriptions," pointing out the jobs which involve writing, research, and editing, and those which involve running the printing operation. Ask students to pay special attention to verbs such as analyzes, collects, gathers, verifies, writes, observes, supervises, operates because these will clue them as to the abilities and aptitudes required by each position.

4. Have the groups begin working. Provide help where needed.

5. When the groups have finished, initiate a discussion on the activity. Guide the discussion to include the following questions:

   a. What specific interest areas and abilities allowed you to complete the specific tasks assigned your group? For example, what interests and abilities would a worker in the Student Employment Office be likely to have? (An interest in business matters; clerical ability; managing the operations of an office; etc.)

   b. Group I: What were your reasons for selecting the jobs on your list?

   c. Group II: What aptitudes, abilities, and interests did you feel were important for the jobs on the list? What part of the activity did you find difficult? Was it hard to match abilities to specific jobs?

d. Group III: Did anyone have real interests and abilities which matched those of the applicant whose part you were taking?

6. Announce the three titles chosen by Group I and ask the students applying for those positions to submit their personal statements to the Board for consideration. Have students then role-play the interview.

7. Conclude the activity by having remaining student applicants share their personal statements with the class. Initiate a brief discussion on how interests, abilities, and aptitudes are related to occupational choices people might make.

RESOURCE

Dictionary of Occupational Titles (4th Edition). U.S. Department of Labor, Employment and Training Administration. U.S. Employment Service. 1977.

INSTRUCTIONS: BOARD OF DIRECTORS

You are a member of the Board of Directors of the Hawaii School of Technology. You are looking for students qualified to operate the new publications department.

Your objectives are to choose worker job titles and to prepare interview questions for three applicants. Later you will be asked to role-play the interview.

---

1. Review the occupations on the "Job Descriptions" sheet. Agree on the most important jobs for your publishing department and place a check (✓) in the appropriate boxes (this is for your records). You will need persons who can run the presses, supervise the printing, set the type, as well as persons who can research, write, and edit the materials to be published. The number of occupations you choose should correspond to the number of students in the Student Applicants group.
2. List your choices on a sheet of paper and give them to the Student Employment Office.
3. From the occupations you choose, select three for which your group will interview applicants.
4. With group members, prepare ten interview questions the Board of Directors will ask the three students who apply for these jobs. When writing these questions, consider the information on the "Job Descriptions" sheet, decide on needed aptitudes and abilities (see "Aptitudes/Abilities Checklist"), and also explore related interests (for example, school subject preferences, hobbies, etc.).

INSTRUCTIONS: STUDENT EMPLOYMENT OFFICE

You are an employee of the Hawaii School of Technology Student Employment Office. The Board of Directors is setting up a publications department and has submitted a list of jobs needed to staff this new department.

Your objectives are to review the list of jobs you receive from the board, identify the related interests, abilities, and aptitudes for each job on the list, and to help the Board prepare interview questions for three applicants.

---

1. Review the list of jobs submitted to your office by the Board of Directors. Look up their descriptions on the "Job Descriptions" sheet. Pay special attention to words describing what the worker does, for example, "writes advertising copy," or "operates printing presses."
2. Agree on key abilities and aptitudes for each job by referring to the "Abilities/Aptitudes Checklist," then discuss areas of interest you feel would be important for an applicant to have. Appoint a group member to record this information on a sheet of paper next to the title of the job.
3. Turn over to the Student Applicants group the list of jobs received from the Board and the information your group compiled on related abilities, aptitudes, and interests.
4. Help the Board of Directors prepare questions in preparation for the three interviews.

INSTRUCTIONS: STUDENT APPLICANTS

You are a student at the Hawaii School of Technology. You have heard about the school's new publications department and would like to apply for a job there. After seeing the list of needed jobs and the related abilities, interests, and aptitudes, you decide there is at least one position for which you are qualified.

Your objectives are to decide on a job for which to apply, write a short biographical statement saying why you are qualified, and to prepare for a possible job interview.

---

1. Read the list of jobs submitted to your group by the Student Employment Office. Look up their descriptions on the "Job Descriptions" sheet. Review the information on abilities, aptitudes, and interests prepared by the Student Employment Office, then look over the "Aptitudes/Abilities Checklist" to see if there are additional important qualities.
2. Agree on who is to apply for each job. This decision can be based on personal interests of group members, abilities and aptitudes, interest in the particular occupation, and so forth. (If you need more information you will find it in the Dictionary of Occupational Titles.)
3. Assume the role of an applicant qualified for the position you have chosen. On a sheet of paper, write the name of the job you are applying for, and, using the resource materials at hand, write a short statement saying why you are best qualified for the position. Ask yourself: What are my interests, aptitudes, and abilities? How well do they fit those related to this job? How can I show the employer that I am qualified?
4. Be prepared to be interviewed. Your job may be one of the three chosen by the Board of Directors for which an interview will be conducted.

JOB DESCRIPTIONS*

A. Occupations in Writing

☐ Newspaper Reporter

Collects and analyzes information about newsworthy events and writes news stories for publication. Receives assignments or evaluates leads and news tips to develop story idea. Gathers and verifies factual information regarding the story through interviews, observations, and research. Organizes material and writes story according to editorial style and format standards. May monitor police and fire department radio communications to obtain story leads. May take photographs to illustrate stories.

☐ News Columnist/Commentator

Analyzes news and writes column or commentary based on personal knowledge and experience with the subject matter. Gathers information through research, interviews, experience, and attendance at functions such as political conventions, news meetings, sports events, and social activities. Selects material most pertinent to presentation, organizes and writes column or commentary.

☐ Copy Writer

Writes advertising copy for use by publication to promote sale of goods and services. Consults with sales and marketing representatives to obtain information on product or service and discusses style and length of advertising copy. Writes preliminary drafts of copy and sends to supervisor for approval. Corrects and revises copy as necessary. May write articles, bulletins, sales letters, speeches, and other informative and promotional material.

☐ Editorial Writer

Writes on topics of reader interest to stimulate or mold public opinion in accordance with viewpoints and policies of publication. Submits and discusses copy with editor for approval. May specialize in one or more fields, such as scientific or technological affairs.

☐ Humorist

Writes humorous material for publication. Selects topic according to personal preference or assignment. Writes and makes changes in material until it meets personal standards. Submits material for approval. May conduct research to obtain factual information about subject matter.

---

*Job descriptions are taken and adapted from the Dictionary of Occupational Titles.

☐ Newswriter

Writes stories for publication from written or recorded notes supplied by the reporting staff. Reviews and evaluates notes to isolate pertinent facts and details. Verifies accuracy of questionable facts. Organizes material and writes story conforming to specified length, style, and format requirements.

☐ Editor, Managing

Helps to establish publication policies. Directs editorial activities of newspaper departments. Discusses editorial policy, makeup plans, staff organization, news coverage of special events. Relays information to department heads. Directs general page makeup of publication. Inspects final makeup of editions and rearranges makeup to meet emergency news situations.

☐ Editor, Newspaper

Forms editorial policy and directs operations of newspaper. Discusses with editorial policy committee and heads of production, advertising, and circulation departments to develop editorial and operating procedures and negotiate decisions affecting publication. Appoints editorial heads and supervises work of their departments. Writes leading editorials. Reviews financial reports and takes appropriate action with respect to costs.

☐ Editor, Technical and Scientific Publications

Directs and coordinates activities of writers engaged in preparing technical, scientific, medical, or other material for publication. Analyzes developments in specific field to determine need for revisions, corrections, and changes in previously published materials. Supervises staff writers and decides standard procedures for gathering data and writing. Reviews drafts of manuscripts and makes recommendations for changes. May edit and correct final draft to prepare for typesetting.

B. Printing Occupations

☐ Typesetter

Operates type machine. Reads copy and presses keys of keyboard to select letters which are assembled into words. Transfers lines of type, with copy, to composing bank table for making proof copy. Sets new lines of type to correct errors as indicated on proofsheet.

☐ Printing Press Operator

Sets up and operates printing presses. Makes ready, operates, and maintains roll-fed or sheet-fed press. Installs paper backing sheets on impression (back-up) cylinder, fastens reinforcing bars to metal printing plates. Using hand tools, adjusts machine parts, such as feed and delivery mechanisms, suction grippers, guides. Lifts and positions rolls of paper in feed mechanism. Removes loaded skid of printed material from stacking machine. Fills fountains with ink paste, using spatula. Observes mechanical operation and makes specific adjustments. Lubricates press, using grease gun and oil can. Cleans ink and distributing rollers, ink fountains, and printing type, using cleaning solvent, brush, and rags.

☐ Typesetting-machine Tender

Tends and adjusts one or more linecasting machines to produce type composition automatically. Positions spool of punched tape on machine reel, threads end of tape through feed mechanism of converter unit, turns control to start unit that sets type automatically. Observes operation of machine to detect malfunctions. May replace worn parts using handtools and power tools.

☐ Supervisor, Typesetting

Supervises and coordinates activities of workers engaged in machine typesetting. Reads production schedule and plans work assignments. Examines proofs and checks each job in progress to maintain production. Trains workers to operate typesetting machines. May operate typesetting machines as necessary.

☐ Production Manager

Supervises and coordinates activities of workers engaged in reproduction of printed materials by methods such as offset, handset, or photostatic printing. Performs duties of Supervisor.

☐ Process Artist

Modifies design detail and color values using brushes, pens, crayons, and other artists' work aids. Examines negative or positive illustration copy and compares with original copy. Prepares dyes or other chemicals according to standard formulas. Applies color and refines design detail using crayons or pen and ink.

320

☐ Photographer, Lithographic

Sets up and operates camera to photograph illustrations and printed material. Mounts material to be photographed on copy board and focuses camera to enlarge or reduce size of object in photograph. Places color filters over film to produce four-color separation, halftone separation, and process prints for multicolor printing. Immerses film in series of chemical baths to develop image on film or mounts film in machine that automatically develops film.

☐ Proofsheet Corrector

Replaces slugs in set type to correct errors indicated on proofsheet before printing final copy. Compares guide symbols on proof with galley symbols and reads portion of proof and galley text to locate positions for putting in corrected slugs. Cut slugs to size to achieve specified fit, using electric saw. Stores proofs in drawers.

☐ Galley Stripper

Prepares page layouts, arranges and mounts galleys of type, illustrations, sketches, and folios to be used in preparing printed material. Using drafting and cutting instruments, measures and marks paper according to instructions of supervisor; cuts out illustrations, type matter, and other material; arranges materials on paper according to layout marks.

APTITUDES/ABILITIES CHECKLIST

1. Understands words used in speech and writing ("verbal ability").
2. Spells with ease and accuracy.
3. Distinguishes between correct and incorrect grammar, punctuation, and capitalization ("language usage").
4. Copies written material accurately.
5. Compiles and organizes written materials accurately and with ease.
6. Reads and marks letters and numbers quickly and accurately ("clerical speed").
7. Organizes and coordinates people and activities with ease ("organizational ability").
8. Supervises the work of others.
9. Negotiates ideas; is sensitive to differences between people in working situation.
10. Analyzes and synthesizes information. Reasons with words.
11. Reasons with numbers ("numerical ability").
12. Sees relationships among objects; perceives patterns, shapes, diagrams.
13. Sees dimensions; pictures the shape, size, and position of an object in space ("space relations").
14. Understands mechanical principles; sees how machinery works ("mechanical reasoning").
15. Moves objects with ease; coordinates hand movements ("eye-hand-foot coordination").
16. Handles and repairs equipment ("manual dexterity").
17. Operates and controls machinery.
18. Manipulates small or delicate objects easily, rapidly, and accurately ("finger dexterity").

55. USING THE CAREER KOKUA CARDSORT

Overview

Students are introduced to Career Kokua: The Hawaii Career Information System. Students first complete the "Quest Questionnaire" to evaluate their interests and abilities. They then use the "Career Kokua Cardsort Deck" to identify occupations compatible with the results of the questionnaire. Using various resources provided by the system, students obtain descriptions of their chosen occupations, the preparation needed to perform them, and the schools in Hawaii where education and training are available. The lesson concludes with a discussion in which students share their findings and consider how the occupations identified by the "Cardsort Deck" meet their expectations.

Materials

Set of materials included in Career Kokua: The Hawaii Career Information System (items included in this system listed and described under RESOURCES section)

A copy of "Quest Answer Sheet" for each student

BACKGROUND

Career Kokua is a career information system which includes (1) a self-assessment questionnaire called Quest, and (2) information about occupations, schools, programs of study, and training. This computerized system may be used to help students who...

are undecided about what occupations to explore (use Quest to evaluate likes and dislikes and to retrieve lists of job titles to explore using the Cardsort deck),

may have a future occupation in mind (use the Occupation Information Binder to learn about job outlook, hiring practices, work settings, and ways to prepare for the job),

have an interest in a field of study but no specific occupation in mind (use the Program and School Information Binder to find the careers to which fields of study can lead), and

are wondering about which schools or colleges to attend (use the Program and School Information Binder and/or the A.C.T. College Handbook to find out about costs, school size, admission requirements, housing, and services).

This lesson presents basic procedures for using the Cardsort system. Detailed instructions, however, are included in the User Handbook. You may choose to have all students use the Cardsort, or divide students into groups according to the four user purposes outlined above.

ACTIVITIES

1. Give each student a copy of the "Quest Questionnaire" and the "Quest Answer Sheet". Have them complete the questionnaire as directed in the User Handbook.

2. When students have completed the questionnaire, demonstrate how to use the Cardsort Deck, using as an example one of the student questionnaires. Following is a summary of the instructions included in the User Handbook (p.6).

    a. Make sure the clipped corners are lined up and the cards tightly held together.

    b. Look at your answer to the first question (under "Code Word"). If it does not have a number beside it, go to the next question. If your answer does have a number beside it, find the card hole with the same number (example: if you circled "No-1" find hole 1). Put the needle in that hole and push it all the way through to the other side of the card deck. Then close the needle.

    c. Lift and shake the deck of cards. Be sure all loose cards drop out. Set the fallen cards off to one side. Later, you can look at these and learn which occupations did not match your answer.

    d. Repeat the second and third steps (p.6) for the remaining questions. When you finish, the cards which remain on the needle will match all the answers you marked.

3. Have students take turns using the Cardsort. Ask them to record on a sheet of paper the occupations related to their answers. Point out that they will learn more about these job titles by using the Occupational Binder and the Program and School Information Binder.

4. Have students decide on those occupations from their lists that they would like to find out more about. Give students copies of the "Future Plan Data Sheet" on which to record the results of their research. Make available the Occupational Information Binder and the Program and School Information Binder. Allow time for students to complete their research.

5. When students have completed the activity, initiate a class discussion in which volunteers share their findings. Have them consider whether the Cardsort identified occupations which were of real interest. Guide discussion to consider the following questions.

    a. Did the Quest Questionnaire and the Cardsort Deck identify occupations which appealed to you?

b. Which occupations identified by this procedure surprised you? Which ones did not surprise you?

c. Is training available in Hawaii for all of your choices?

d. Some of you may have already decided on an occupation or field of study. Were these personal choices identified by the Cardsort activity?

ADDITIONAL ACTIVITIES

1. Visit the library and have students identify and list books about the occupational field in which they are interested. Encourage them to include both fiction and nonfiction books in their lists.
2. Have students interview someone employed in a field of work identified in the Cardsort activity. Ask students to decide on questions to ask which were not answered in the Cardsort resource materials.
3. Have students with similar choices form clubs to help each other with plans for school courses to take, summer jobs to explore, colleges and training institutions to attend. Plan a career day "fair," in which clubs create displays, posters and other media for viewing.

RESOURCES

1. Career Kokua: The Hawaii Career Information System. Hawaii State Department of Labor and Industrial Relations. Subscription information on Computersort and Cardsort, the two programs which provide access to the Career Kokua system, can be obtained from the Department of Labor and Industrial Relations, Research and Statistics Office.

   The Cardsort. One complete set of Cardsort materials includes:

   a. OCCUPATIONAL INFORMATION BINDER. Contains current Hawaii-based information on job duties, work settings, required aptitudes, outlook, wages, ways to prepare, and other information about approximately two hundred and fifty occupations. The information is updated every six months.

   b. PROGRAM AND SCHOOL INFORMATION BINDERS. Contains current information on over 700 programs of study and training available in Hawaii, a list of approximately 125 schools offering these programs, and detailed descriptions of these institutions.

   c. QUEST CARDSORT DECK. A manual card sorting system for exploring occupations compatible with the user's preferences. Includes approximately 250 cards, a sorting needle, and a storage box.

   d. COMMUNITY RESOURCES HANDBOOK. A listing of businesses, trade assocations, and agencies willing to provide speakers, career shadowing, host visitors. Organized according to CAREER KOKUA occupational cluster numbers.

e. USER HANDBOOKS. Forty copies per set of materials. Includes Quest Questionnaire, alphabetical listings of occupations, programs, and schools, and explanations on use of the system.

f. ACT COLLEGE HANDBOOK. Provides current information on over 1800 four-year colleges and universities throughout the fifty states.

g. QUEST ANSWER SHEET. A master copy is provided which will need to be duplicated by the teacher.

h. COORDINATOR'S HANDBOOK. Outlines how Career Kokua works. Included are descriptions of the content and format of the information files, the design and use of Quest, the role and responsibilities of the site coordinator, and other resources and learning activities for use with Career Kokua.

i. TRAINING. One full day of in-service training is provided to all agencies subscribing for the first time. Follow-up training is provided through periodic user conferences.

j. FOLLOW-UP SERVICES. The User Services staff of Career Kokua work with schools and agencies to implement and integrate the system, plan new uses, evaluate system use, and generally ensure that the system is being used as effectively as possible.

FUTURE PLAN DATA SHEET

OCCUPATIONAL TITLE FROM CARDSORT: ______________________________

OCCUPATIONAL INFORMATION: Describe job duties, aptitudes needed, work settings, and wages.

NECESSARY PREPARATION: Describe needed skills, preparation requirements, and educational requirements.

PROGRAM AND SCHOOL INFORMATION: Identify three schools that offer training for your occupational choice.

56. ADVICE TO A YOUNG PERSON

Overview

Students discuss the need to begin thinking about and planning for careers, and the value in pursuing a liberal education until specific career interests are developed. They then discuss the advice they would give to a young person seeking information on how to prepare for a career in law. After the discussion, they read the actual advice given in a letter written by a justice of the Supreme Court of the United States to a twelve-year old boy. They discuss the ideas in the letter and decide whether they agree or disagree. Students conclude the activity by writing to people they admire and seeking advice on ways to prepare themselves for future careers.

Materials

A copy of "Letter to a Young Man" for each student

ACTIVITIES

1. Discuss with students the need for them to begin thinking about and planning for specific careers. Point out that some students may now have interests and aptitudes in specific areas, while others do not yet know what they want to pursue as a career and are delaying decisions. Use the questions that follow to guide the discussion.

   a. What kind of education should a person pursue until interest is developed in a specific area?

   b. Do you believe it is practical and valuable for a person to continue to pursue education when no decision has been made about a specific career? Why, or why not?

   c. Are there educational goals of equal importance and value with those concerned with a specific career? If so, what are they?

2. Read the following paragraph to students and ask them how they would respond to Paul Claussen's letter. Write their suggestions on the chalkboard.

> Felix Frankfurter was a justice on the Supreme Court of the United States of America. In May, 1954 a twelve-year old boy, Paul Claussen, Jr., living in Alexandria, Virginia, sent a letter to

337

Frankfurter in which he wrote that he was "interested in going into law as a career" and asked for advice as to "some ways to start preparing myself while still in junior high school." How would you have answered this boy's request?

3. After recording student responses, have them read and react to "Letter to a Young Man." Ask volunteers to say whether they agree or disagree with the advice given by the justice. Guide discussion to consider the following questions:

    a. What does Justice Frankfurter mean by a "cultivated man"?

    b. What does he say is the best preparation for the study of law? (Being a well-read person.)

    c. Why is being "well-read" important? (Helps a person write and speak well, and think clearly.)

    d. What other experiences are important, according to Justice Frankfurter? (Cultivate your imaginative faculties by seeing great paintings, listening to good music, etc.)

    e. Why do you think he believes these things are important?

    f. Why do you think Justice Frankfurter says to "forget all about your future career"? Do you think he's telling Paul Claussen to not be a lawyer? (No, he is saying to put plans aside and concentrate on being a better, more educated person.)

4. Have students write to people they admire asking for advice on "some ways to start preparing myself." When replies are received, have students share them with the class. Ask the class to decide which replies are similar to Justice Frankfurter's.

ADDITIONAL ACTIVITIES

Show and discuss one of the following films available at the Career Information Center, University of Hawaii.

a. Andy Bumatai at Campbell High School's 1979 Career Fair. Career Information Center, 1980 (½" video-tape).

b. Andy Bumatai Speaking at Waianae High School Graduation 1980. Career Information Center, 1980 (½" video-tape).

A LETTER TO A YOUNG MAN

My dear Paul:

No one can be a truly competent lawyer unless he is a cultivated man. If I were you, I would forget all about any technical preparation for the law. The best way to prepare for the law is to come to the study of the law as a well-read person. Thus alone can one acquire the capacity to use the English language on paper and in speech and with the habits of clear thinking which only a truly liberal education can give. No less important for a lawyer is the cultivation of the imaginative faculties by reading poetry, seeing great paintings, in the original or in easily available reproductions, and listening to great music. Stock your mind with the deposit of much good reading, and widen and deepen your feelings by experiencing vicariously as much as possible the wonderful mysteries of the universe, and forget all about your future career.

With good wishes,
Sincerely yours,
(Signed) Felix Frankfurter

Master M. Paul Claussen, Jr.

From OF LAW AND MEN, © 1956 by Felix Frankfurter. Reprinted by permission of Harcourt Brace Jovanovich, Inc.

57. WHAT ARE THE JOB OPPORTUNITIES FOR YOUR CAREER CHOICE?

Overview

Students learn about the occupational outlook for a chosen occupation. Students first identify an occupational choice from one of the previous lessons. In a class discussion they consider what information they might need to know before committing themselves to preparing for a particular field. Students make predictions about the job outlook for their choices, then, using resources provided by the teacher, they research the available job opportunities in their field. They share their findings and speculate on whether they would continue to pursue their choices.

Materials

A copy of "What Will It Be Like Then?" for each student
Resources for student research: Occupational Outlook Handbook, 1980-81; A Guide to Occupations in Hawaii (8 binders); A Job Hunter's Guide to Hawaii; Hawaii's Job Outlook 1985

BACKGROUND

The choice of a career requires planning and forethought. Students who are considering their occupational goals will eventually have to choose from among many possibilities. These will differ in educational and training requirements, earnings, places of employment, and other job characteristics.

> "Further complicating their choices are technological developments and the changing needs of society that are phasing out some occupations while simultaneously creating others. In addition, their decision must take into account the employment opportunities of various occupations . . ." (Hawaii's Job Outlook 1985, Department of Labor and Industrial Relations, Labor Market and Employment Service Section, 1980)

This lesson should follow one in which students review their interests and aptitudes to identify occupations which are meaningful and interesting to them (for example, Lessons 51, 52, 53). They should be provided with a variety of materials to research their chosen field. A worksheet is provided with this lesson, however students need not be limited to just completing the form. The lesson can serve as a springboard for a more thorough research project on the job outlook in different fields.

Materials produced by the Department of Labor, State of Hawaii should be used to supplement the Occupational Outlook Handbook. For example, Hawaii's Job Outlook 1985 and Occupational Employment Trends (printed quarterly) contain valuable statistical information on employment needs and trends in various occupational categories in Hawaii. These resources can be used by the student to gain a sense of job opportunities in the future.

ACTIVITIES

1. Have students identify from one of the previous lessons at least one job title which is both interesting and important to them.

2. Write the phrase "occupational outlook" on the chalkboard and tell students that they will try to predict future employment opportunities for the job(s) they selected. Initiate a discussion on what they should know about their choices before they become committed to training, preparation, education, and so forth. To get started, ask a question such as: "If you wanted to be a tour bus driver 6 years from now, what would you want to know about the job outlook?" Write student suggestions on the chalkboard, using items from the following list if necessary.

    Is tourism growing or dying?
    Will there be jobs available six years from now in my field?
    Which industries are in financial difficulty?
    Which fields will have job openings?
    Which industries are expanding and growing?
    Which jobs will be in demand?
    How many people train for that position each year?
    How many drivers does an average tour company hire?
    How many tour companies are there?

3. Introduce students to the resources that will help them research the outlook for their chosen occupation. Briefly explain what each publication offers.

4. Give each student a copy of "What Will It Be Like Then?" Have them review the chart, adding questions they suggested in No. 2. Organize students into small groups according to similarity of job choices. Have them first fill in as much information as they can in Column I. After they have finished making educated guesses about the opportunities in their field, have them research the employment outlook, using the resources you have provided. They should then fill in Column II.

5. Have students share their findings. Initiate a discussion on whether they might reconsider their choices based on the results of their research.

ADDITIONAL ACTIVITIES

1. Have students interview family or friends who are working in their field of choice to supplement the information on the worksheet.

2. Have students research the projects for key local industries such as sugar, pineapple, and tourism, and describe the employment opportunities in these industries.

3. Have students use the Occupational Outlook Handbook and find the five most promising industries in America. Have them study the appendix tables in Hawaii's Job Outlook 1985, pages 27-39 to find the ten areas offering the largest number of jobs by 1985.

4. Discuss why exploring future job outlook might be an important step. Have students consider whether their choices would be important to pursue in spite of what might be a less than hopeful future.

RESOURCES

1. Occupational Outlook Handbook, 1980-81 Edition. U.S. Department of Labor, Bureau of Labor Statistics, March 1980.

2. Occupational Employment Trends: Outlook for October-December, 1981. State of Hawaii. Department of Labor and Industrial Relations.

3. A Guide to Occupations in Hawaii. (8 binders). Career Information Center. Office of the State Director for Vocational Education. 1981.

4. Hawaii's Job Outlook 1985. State of Hawaii. Department of Labor and Industrial Relations, March 1980.

5. A Job Hunter's Guide to Hawaii. State of Hawaii. Department of Labor and Industrial Relations, 1981.

WHAT WILL IT BE LIKE THEN?

Job Title: ____________________

D.O.T. #: ____________________

	COLUMN I	COLUMN II
	First Guesses	What I Found Out
NATURE OF WORK What will I do?		
OCCUPATION OUTLOOK Will there be openings?		
Are people being hired?		
RELATED OCCUPATIONS Are there other things I could do instead that offer a better opportunity?		

58. COPING IN THE WORLD OF WORK

Overview

Students learn about three preferred adaptive strategies for coping in the world of work. A discussion introduces the idea that there are a number of resources to which people can turn when they need help. Students are introduced to three principal strategies which are based on the person or group an individual relies upon. Using a chart which highlights the major aspects of each strategy, students discuss similarities and differences. Students are then organized into small groups and assigned a strategy to explore. They are asked to respond to a situation by assuming the role of a person using an assigned strategy, then critique and discuss one another's interpretations. A concluding discussion covers such topics as: how the choice of a job and work situation may be influenced by preferred work strategies; and how conflicts may arise between family expectations, peer group pressures, and individual aims and desires.

Materials

A copy of "Three Preferred Strategies" for each student

BACKGROUND

In a study of the multicultural workforce in New Zealand, Nancy and Theodore Graves found that individuals have a preferred adaptive strategy for coping with the world. This strategy is important to the way a person seeks out a job, interacts with other workers on the job, or finds help in getting work done. For example, someone who has grown up as part of a large, extended family would be expected to have resources for getting help.

In coping with the world, each individual has a variety of alternative resources to call upon: one's own resources; those of the "nuclear" family which includes only parents and children; those of an "extended" family which is the broader circle of kinsmen, those of friends and neighbors, and those of the wider society as provided through the impersonal agencies and institutions. Individuals usually choose among these resources for the one that is most comfortable and practical: this is the preferred strategy for working.

The Graves' research identified three principal strategies which they called Kin-Reliance, Peer-Reliance, and Self-Reliance. In Kin-Reliance, the individual typically calls on the resources of the wide circle of relatives beyond the nuclear family. In Peer-Reliance, the individual turns to persons of roughly the same generation and social standing. In Self-Reliance, the individual depends on his or her own resources, those of the nuclear family, or the impersonal institutions of the wider society.

While these strategies seem to be built upon a cultural base, all groups have members who emphasize each of the three approaches, and most individuals use all three strategies at different times in their lives and for different purposes. What may be important to young people of whatever cultural background is the conflict between family expectations, peer group pressures, and individual aims and desires.

ACTIVITIES

1. Initiate a class discussion on the variety of coping strategies people use. Point out that these strategies can be important to the way we seek out a job, how we interact with workers on the job, and even how we go about getting work done. Following are questions to guide discussion.

   a. When something is troubling you, how do you generally respond? For example, do you keep the problem inside, solve it yourself, or turn to others?

   b. What has your family taught you about how to handle daily events at work, school, and in the home?

   c. What are resources people can call on for help? (his or her own self; nuclear family; extended family; friends, neighbors and peers; impersonal social agencies and institutions, such as employment agencies, counselors, etc.)

2. Indicate that this lesson is concerned with three principal strategies which are based on whom a person turns to for help: Kin-Reliance (reliance on an extended family group). Peer-Reliance (reliance on peers and friends), and Self-Reliance (reliance on self or immediate family).

3. Organize students into small groups. Distribute "Three Preferred Strategies" and ask students to read the material. In a class discussion, use the information contained in the "Teacher Reference Chart" to highlight the similarities and differences in approach. Point out that there is no one right approach; upbringing and individual circumstances seem to influence people's choice of strategy. Following are suggested discussion questions:

   a. Which person would most likely be comfortable with someone else in authority? Why?

   b. Which person would probably rather see authority shared? Why?

   c. Which person would probably want to be in authority? Why?

d. What advantages and disadvantages can you see in each approach?

e. Which person would probably be the most competitive? Why?

f. Which person do you think would probably be the least competitive?

4. Assign each group one of the three strategies. Have students respond to one or more of the following situations using what they know about their assigned strategy.

Situation #1: You have just found out that you will have to earn extra money this summer for your first year of college. How will you go about getting your first summer job?

Situation #2: You are a single working parent with a three-year old child. On Monday morning your babysitter calls to say she is sick and cannot come to work. You have to get to the office because you have scheduled important meetings. What do you do?

Situation #3: You have been working with the same company for three years and realize that you are in a dead end situation. You would like a job with a future of increasing responsibility and pay. What do you do?

Situation #4: There is a job with a growing company that you really would like to have. You make careful preparations for the interview. Then you find out that your cousin is applying for the same position and would desperately like to have it. What do you do?

Situation #5: You decide that you would like to go to college but do not have the money to finance your first semester. What do you do?

5. Have a class discussion in which groups share their responses. Ask students to critique the way each group coped with the situations and to compare and contrast how the strategies differ. Guide discussion to consider the following questions:

a. What are some of the advantages and disadvantages of each approach?

b. How do you think a person using your strategy would go about getting a job?

c. Putting education and training aside, how do you think choices of job and work situation might differ? For example, would a kin-reliant person's choice of job differ from a self-reliant person's choice? Why do you think so?

d. What conflicts can you see arising for a young person between family expectations, peer group pressures, and individual aims and desires?

ADDITIONAL ACTIVITIES

1. Have students choose the strategy they feel most comfortable with and write a short paragraph on how they would go about getting a summer job.
2. Have students interview their families, relatives, and friends about their preferred work strategies.
3. Discuss with your class how they might use the three strategies to their advantage to accomplish different things in different situations.
4. Have students role-play their choice of situations (see #4 above) based on a preferred work strategy.

RESOURCE

Graves, N.B. and Graves T.D. 1977. "Preferred Adaptive Strategies: An Approach to Understanding New Zealand's Multi-Cultural Workforce." _New Zealand Journal of Industrial Relations_.

TEACHER REFERENCE CHART

KIN-RELIANT	PEER-RELIANT	SELF-RELIANT
Count on the family.	Count on peers and friends.	Count on oneself.
Family: dependable, even into the future.	Peers: less dependable in the crunch.	Public Resources: available but impersonal.
Group oriented. Cooperative and helpful to others.	Group oriented. Cooperative and helpful to others.	Individualistic. Competitive with others.
Authority from elders and family leaders. Comfortable with authority.	Authority divided equally; Resents displays of authority.	Individual independance guarded carefully. Resents authority.
Major reward is from social roles in family group.	Major reward is from social roles in peer group.	Major reward is from personal achievement and self-improvement.
Large number of relatives with variety of resources.	Wide circle of friends with different skills and services.	Public resources available, but may be costly.
Obligation to help relatives when called on to do so.	Must keep social network in good order.	Free of social obligations and inconveniences of family and peer obligations.
Subject to norms of family group pressure from elders.	Subject to norms of peer group and pressures from peers.	Psychological stress high on self and immediate family.

THREE PREFERRED STRATEGIES

Jody	John	Martha
Kin-Reliant	Peer-Reliant	Self-Reliant
I count most on my family group.	I count most on my friends.	I count most on myself.
When I need help, I go to my family group.	When I need help, I go to my friends.	When I need help, I look to community agencies and services.
Cooperating with my family group is more important than my own desires.	Cooperating with my friends is more important than my own desires.	What I want is most important.
Older members of my family group know best--they have the experience to make wise decisions.	I'm equal to my friends. We decide together.	I'm my own boss.
Being part of my family group is very important to me.	Being part of a network of friends and peers is very important to me.	Personal achievement and self-improvement are very important.
My family offers the largest number and variety of resources.	My friends and peers offer the largest number and variety of resources.	I have to spend time and money for public resources.
I have to help my family group when they ask for it.	I have to spend time and money to maintain my network of friends and peers.	I can choose whether I want to spend time and money on public resources. I'm not obligated to anyone.
I have to go along with the values of my family group--even when I don't agree.	I have to go along with the values of my friends and peers, even when I don't agree.	I have only myself to blame when something goes wrong. Sometimes it's not easy.

59. CAREER SHADOWING PEOPLE IN NON-TRADITIONAL OCCUPATIONS

Overview

Students learn about an occupation of personal interest by participating in a career shadowing activity. They first identify examples of men and women in non-traditional occupations, then select one they are interested in exploring. They are organized into small groups according to their selections. In groups, students identify places of employment for the occupations they have chosen and select three possible places to visit. Arrangements are made to visit, permission forms from parents and teachers are processed, and interview and visitation procedures are reviewed in preparation for the visits. After the visits, the groups complete a final report and share their experiences and findings with the class.

Materials

A copy of "Student Information" for each student
One large sheet of poster paper for a "Career Shadowing Checklist" (sample provided)
A copy of "Reminders" for each student
A copy of "What I Found Out" for each student
Sample Materials: "Letter to Company," "Confirmation Letter"

ACTIVITIES

1. Write the phrase "Career Shadowing" on the chalkboard and explain to students that they will participate in a career shadowing activity in which they will observe and talk with a person "on-the-job." Further explain that they will receive an explanation or demonstration of a typical job activity, tour the work site, and perhaps even receive some "hands-on" experience.

2. Ask students to name examples of men and women in non-traditional occupations they would like to learn about. They should name jobs which are filled by people who are of a different sex from those who generally work at these occupations, such as a male nurse or preschool teacher, a female telephone repair person or welder. List the occupations on the chalkboard as they are named.

3. Have students select an occupation of interest to them from the list on the chalkboard. Based on their selections, organize the class into groups of 2-3 students, covering as many different occupations as possible. You may wish to copy the following information on the chalkboard to help them get organized into groups.

   Major local industries, such as sugar, pineapple, tourism, construction

   Service industries, such as Hawaiian Electric, Hawaiian Telephone

   State, County, and City departments, such as Police, and Fire departments

   Professions, such as law and medicine

   Military

   Local businesses

   Retail outlets

   Small businesses

4. Ask students to identify specific places of employment for their selected occupational interests. The groups should then select three places to visit. As they make their choices, caution students to consider factors such as location, company policies which may limit visitation opportunities (especially for high risk occupations such as heavy construction or crime prevention), quality of experience that may be gained from visiting a particular company, etc. Have the groups share their selections and reasons with the class, asking the other students for additional suggestions if necessary.

5. Schedule appointments with the various companies, agreeing on time, place, and duration of visit. You may contact the companies yourself, explaining to the host/hostess the purpose of the activity, or you may have students make the arrangements by writing to the companies. See "Letter to Company" for a sample that students might follow.

6. Post a checklist similar to the "Career Shadowing Checklist" on the bulletin board to help you and your students monitor activities for the project.

7. Help students prepare and mail a confirmation packet which includes a "Confirmation Letter" to the host/hostess and "Student Information" sheets from each group member. Have students keep a copy of their "Confirmation Letter" for future reference.

8. Review with students the final report "What I Found Out" and help them draft a list of appropriate interview questions that will enable them to complete the questionnaire, "What I Found Out," following the visit.

9. Help students obtain permission from their parents or guardians, and from teachers whose classes they will miss during the visitation. They should use the standard forms your school uses for activities of this type.

10. Give each student a copy of "Reminders." Before the visit, review the shadowing procedure and the list of reminders with each group. Discuss any apprehensions students may have and offer suggestions for a successful visit.

11. After the groups have completed the shadowing activity, have them meet to discuss the experience and share notes. Help them write "thank you" notes to their host/hostess.

12. Have the groups complete "What I Found Out." Ask students to share their experiences and findings with the class.

ADDITIONAL ACTIVITIES

1. Have students include ethnicity and age, as well as sex, as criteria for selecting workers to shadow for another "Career Shadowing" activity.

2. Invite some workers students shadowed to speak to the class about what prompted them to choose their given occupations. Have students compile a series of biographies on workers in non-traditional occupations.

3. Have students role-play appropriate telephone behavior for making appointments. Telephones can be borrowed from Hawaiian Telephone Company, 546-2028, but must be reserved two weeks in advance.

4. Show one of the following films/filmstrips available at the Career Information Center, Office of the State Director of Vocational Education, University of Hawaii.

   a. Free to Choose. Film Fair Communications. 1974. 16mm film. Shows how people, regardless of sex, have many skills and should not be discouraged from pursuing them because of stereotyped roles of the past.

   b. Jobs and Gender. Guidance Associates. 1971. 2 filmstrips, 2 cassettes, and teacher's guide. Discusses changing concepts of "masculine" and "feminine" through interviews with workers holding non-traditional jobs.

   c. Physically Handicapped Workers in Service Occupations. Multi-Media Office: San Jacinto College. Filmstrip, cassette and script. Shows how the Dictionary of Occupational Titles helps define worker traits for help in matching occupations with physical disabilities.

d. Different Folks (Sex Role Identification). Self Incorporated Series. Agency for Instructional Television. 1974. 16mm film, teachers guide. A program to help students deal with role ambiguity.

e. Women at Work: Choice and Challenge. Guidance Associates. 1975. 2 filmstrips, 2 cassettes, teacher's guide. Part I is a historical overview of work roles assigned to women. Part II contains dialogue about self-image and stereotyped thinking.

f. The Women's Prejudice Film. Sandler Institutional Film. 1974. 16mm film. Powerful film on women successfully performing jobs traditionally assigned to men.

RESOURCES

1. Career Information Center Audio Visual Directory, 1980. Office of the State Director for Vocational Education. See the "Occupational Index," pages 88-89 and the "Occupational Cluster Index," pages 92-93 for job-related audio-visual materials.

2. Job Hunter's Guide to Hawaii. 1980 Research and Statistics Office. Department of Labor and Industrial Relations. State of Hawaii.

3. Resources for Promoting Sex Equity in Vocational Education. 1981. Office of the State Director of Vocational Education. University of Hawaii. Contains a list of local men and women in non-traditional occupations who are willing to work with school children in various capacities. Provides an extensive list of related resources and biographical sketches of people doing different jobs. An excellent resource.

4. Advanced Guidance Curriculum Guide: Career Development. Office of Instructional Services, Occupational Development and Student Services Branch. Department of Education, State of Hawaii. RS 80-0259. 1980.

STUDENT INFORMATION

Name ______________________________________ Age ________

My Interests: ____

____

____

Why I chose this occupation to shadow: _______________________

____

____

____

What I hope to find out: ______________________________________

____

____

CAREER SHADOWING CHECKLIST

	Group 1: Andy, Jill, Sandy X Company, 1/29 1:00-3:00	Group 2: Cindy, Ann, Tom Y Company, 2/3 10:00-12:00	Group 3: Roger, Sid, Brenda Z Company, 2/3 9:00-10:30
Mail Confirmation Packet which includes "Confirmation Letter" and "Student Information" sheets			
Review "What I Found Out" and plan interview questions			
Return signed "Parent Permission Form"			
Return signed "Teacher Permission Form"			
Review list of "Reminders"			
Call host/hostess one day in advance to confirm appointment			
Visit host/hostess			
Mail thank you notes to host/hostess			
Complete final report "What I Found Out"			

REMINDERS

1. Call your host/hostess one day in advance to confirm your appointment.

2. Check your appearance. Different career areas require different dress. DO NOT wear shorts or slippers. If you have questions about what to wear, ask your teacher.

3. Be 5-10 minutes early for your appointment.

4. Give your appearance a last minute check before you meet your host/hostess.

5. Don't chew gum.

6. Treat your host/hostess with respect and courtesy.

7. Take notes.

8. Don't be afraid to ask your questions. Listen carefully and ask follow-up questions.

9. If you think you are going to be late, or if you need further directions, call your host/hostess before your appointment time.

10. If for some reason you cannot keep your appointment, call your teacher as soon as you find out. Then call your host/hostess. DON'T MISS YOUR APPOINTMENT WITHOUT NOTIFYING SOMEONE.

11. Take the following items when you go to the work site:
    a. Your copy of "Confirmation Letter"
    b. Directions to the career shadowing site.
    c. Your interview questions.
    d. Notebook and pen.

12. After the shadowing is completed, thank your host/hostess and return directly to school.

WHAT I FOUND OUT

Your name ______________________ Group number __________

Position observed ______________________

Company or organization visited ______________________

Date of visit ______________________ Time __________

Host(s)/Hostess(es) Name ______________________

Position ______________________

Name ______________________

Position ______________________

1. What are some of the responsibilities of the position? ______________________

2. What are some of the daily activities of the position? ______________________

3. What is the working environment like? ______________________

4. What are some positive features of the position? ______________________

5. What are some negative features of the position? ______________________

6. Why did the person you observed choose this occupation? ______________

____

____

____

7. What kinds of training and preparation were necessary? ______________

____

____

____

8. Describe anything special you observed about the person or the occupation while you were shadowing: ______________________

____

____

____

____

LETTER TO COMPANY

Dear Sir:

We are three ninth grade students from Stevenson Intermediate School who are exploring occupations of personal interest as a project for our Career Education and Guidance class. This project involves observing an employee for approximately two hours to gain valuable first-hand knowledge about his/her job responsibilities and working environment.

Would you please help us with this project by arranging for us to meet and observe a male nurse as he carries out his job responsibilities? Kindly indicate your response by completing the form below and returning it to us in the enclosed stamped envelope.

Should you wish additional information regarding this activity, please contact our teacher Mrs. Lee at 123-4567.

Thank you for your help. We look forward to hearing from you.

Sincerely,

- -

_____ Yes, we will be able to schedule a visit at this time.

_____ No, we will NOT be able to schedule a visit at this time.

Host/Hostess ______________________________ Phone Number _______________

Position ________________________________

Time(s) available for visitation

January 25	9:00-11:00 _____	1:00-3:00 _____	Other _____
January 26	9:00-11:00 _____	1:00-3:00 _____	Other _____
January 27	9:00-11:00 _____	1:00-3:00 _____	Other _____

Please return to us by January 2 so we may make necessary arrangements.

CONFIRMATION LETTER

Dear ______________________________:

Thank you for agreeing to participate in our career shadowing activity. The benefits of observing and talking to workers in real work situations cannot be duplicated in classroom activities. Many of our students have but a limited idea of what adults do at work, and so we are pleased they will have the opportunity to gain first-hand knowledge about the realities of your occupation. We especially appreciate your cooperation in view of your responsibilities and busy schedule.

The information below confirms our appointment to visit you on January 29. Also, I have enclosed information about the students who will be visiting you. Please review these materials and contact me if you have any questions or changes you would like made.

Thank you.

Sincerely,

Teacher's name
School
Address
Phone Number

Confirmation of Appointment

Name of students ______________________________ Grade ________

____

____

Work Site ______________________________

Address ______________________________ Phone ____________

Host/Hostess ______________________________

Position ______________________________

Date __________________ Time: From __________ to __________

Additional details ______________________________

____

____

60. PUT YOUR BEST FOOT FORWARD

Overview

Students learn to prepare a resume and cover letter with a specific job in mind. The class is presented with a variety of summer and/or after school job opportunities and asked to select one to which they would like to apply, basing their choices on interests, abilities, aptitudes, experiences, and achievements. In a class discussion, the features of a resume and cover letter are highlighted. Using sample formats, students prepare resumes and cover letters for the jobs they have selected, and review their first drafts with others. Completed documents are typed and posted on the class bulletin board.

Materials

One or two copies of "Want Ads" posted on the bulletin board
A copy of "Resume" for each student
A copy of "Cover Letter" for each student

BACKGROUND

The job descriptions in "Want Ads" are related to areas of interest which will have general appeal to high school students. You are encouraged to add descriptions from other interest areas to supplement those provided with this lesson. Descriptions should be interesting, realistic, and geared to activities a high school student would be able to handle. Some examples are 1) summer or after school work in a library, shelving and checking out books; 2) volunteer work at the YMCA or YWCA sports or crafts programs; 3) a job with the Department of Parks and Recreation summer fun program; 4) work as a junior counselor with a local community center; 5) volunteer work at a hospital; 6) summer job assisting a veterinarian. Students also can be asked to collect job descriptions from the want ads of newspapers.

ACTIVITIES

1. Collect a wide-selection of summer and after school job descriptions. Post these on the class bulletin board with one or two copies of "Want Ads."

2. Have students select a job for which they would like to apply. Ask them to consider their interests, abilities, aptitudes, achievements, and past experience before making selections.

3. Hand out copies of "Resume" and review the sections with students. Point out that the purpose of a resume is to show the employer that you have the qualifications and experience to make you worth interviewing. Further explain that a resume should be clear, straightforward, and easy to read.

4. Hand out copies of "Cover Letter." Explain that a cover letter is sent out with the resume to the employer. Point out that the writer of this cover letter has identified the position she is applying for and given a brief description of herself. Discuss with students how a cover letter is a way to speak personally and directly to the employer and is an important supplement to the more impersonal resume.

5. Have students write a resume and cover letter for the job they have selected, following the format of the two samples.

6. Organize students in small groups to review their first drafts; provide help for the groups as needed. Revised and improved resumes and letters could be typed and displayed on the bulletin board for all to share.

ADDITIONAL ACTIVITY

Show and discuss Competency Skills: How to Write a Resume (Guidance Associates, two filmstrips, two cassettes, teacher's guide, record); available at the Career Information Center, Office of the Director of Vocational Education, University of Hawaii.

WANT ADS

PARK MAINTENANCE. Heeia State Park. Help maintain trails and low land taro fields. Part-time summer work, minimum wage. Must be at least a high school junior and enjoy working outdoors. May be asked to help Sea Trek guides take school children through park grounds. Bring your own lunch. Write Terry Doe, Sea Trek Hawaii, Box 000, Honolulu.

VOLUNTEER RESEARCH ASSISTANT. A mammal nutrition project needs three student volunteers to help maintain cages and assist in the laboratory. No experience necessary; will train. Need individuals who are interested in the biological sciences and who would like to gain experience in a laboratory with scientists and technicians. Interested senior high school students should apply to Dr. J. Ching, Kewalo Laboratory, Honolulu Hawaii.

ASSISTANT DOLPHIN TRAINER. Oceanside Park. High school student needed to assist dolphin trainer in maintenance and care of four bottlenosed dolphins. Requirements: at least 16 years old, experienced swimmer. Prefer applicants with some experience working with marine mammals and an interest in marine concerns. Send letter to J. Manning, trainer, Oceanside Park, Kaneohe, Hawaii.

SALES PERSONNEL. Waikiki giftshop. Will train to deal with tourists. Minimum wages, full time summer work. Must be at least 18 years old. Call 200-002 for more information.

BOAT MAINTENANCE. Sea Adventures. Part-time summer work available to male and female students. Clean and maintain both sail and power craft. Must be at least 16 years old, hard working and enthusiastic, enjoy the outdoors, and willing to "get your hands dirty." Minimum hourly wage paid. Contact Maureen, personnel assistant, Sea Adventures Hawaii, Honolulu.

VOLUNTEERS. Honolulu Aquarium gift shop. Will train to handle and mark merchandise, work cash register, deal with tourists. Upon completion, you will receive written recommendation of your work and certification that you have been trained in retail work. Must be at least 16 years old and a high school student. Submit resume to J. Hart, Honolulu Aquarium Gift Shop, P.O. Box 000, Honolulu, Hawaii.

RESUME

ANN JONES
678 Skylane Avenue
Honolulu, Hawaii 96814

Phone: 000-0000

Born: Hilo, Hawaii
April 1, 1962

Educational Background

1981-Present	University of Hawaii at Manoa, Honolulu, Hawaii Currently a junior majoring in Physical Education
1979-1981	Honolulu Community College, Honolulu, Hawaii Received Associate of Arts degree in Psychology
1979	Graduated from Kaimuki High School

Selected Coursework

(Completed)

- Psychology 100
- Introduction to Physical Education
- Introduction to Recreation
- Introduction to Coaching Athletics
- Evaluation in Health Education
- Community Recreation
- Organization and Supervision of Recreation
- Swimming/Advanced Water Sports
- College Algebra

(In Progress)

- Physics (includes section on the physics of water)
- Hawaiiana (includes section on the history of surfing)
- Coaching of Swimming
- Anatomy in Physical Education
- Physiology in Physical Education

Experience

1981-Present	Math tutor for ages 8-12, self-employed Volunteer math tutor, YWCA after school program Student helper, UH Athletics Department
Summer 1982	Volunteer teaching assistant, surfing, Kilauea YWCA Swimming instructor, Downtown YWCA
Summer 1981 and 1980	Junior Lifeguard, Honolulu City and County
Summer 1979	Volunteer teaching assistant, surfing, Kilauea YWCA Swimming instructor, Downtown YWCA

Related Activities and Achievements

1982	Advanced SCUBA certification, Maui Divers, Hawaii
1981	Lifeguard certification, Honolulu City and County
1980	3rd place, Junior Women's Division, Makaha Surfing Championship
1979	2nd place, Junior Women's Division, Makaha Surfing Championship
1981, 1982	Rough Water Swim

Member: Honolulu YWCA

Member: Honolulu Athletic Club

COVER LETTER

April 8, 1983

Ann Jones
678 Skylane Avenue
Honolulu, Hawaii 96814

Gloria Jones
Director
Mid Pacific Summer Program
Mid Pacific Heights
Honolulu, Hawaii 96822

Dear Ms. Jones

I would like to apply for the summer job of assistant surfing instructor for the Mid-Pacific summer fun program.

I am a junior at the University of Hawaii majoring in Physical Education. I have worked as a junior lifeguard for the City and County for two summers. Last summer I worked as a volunteer teacher and taught surfing to children at the Kilauea YWCA. I have been a surfer for over eight years and really enjoy the sport. I also have worked as a swimming instructor at the Downtown YWCA. Since 1981, I have worked for the UH Athletics Department as a student helper. I enjoy working with children and intend to pursue a career as a swimming coach.

Enclosed is a resume that tells something about my background and experience. I would be happy to give you any more information you need.

I look forward to hearing from you soon.

Sincerely,

Ann Jones

61. LIGHTS, CAMERA, ACTION! THE EMPLOYMENT INTERVIEW

Overview

Students are introduced to basic techniques for the employment interview. They read suggestions for preparing for an interview, discuss the importance of the suggestions to the job search process, consider appropriate interview conduct and courtesies, and review follow-up procedures. Students then stage an interview using a prepared script. In groups they critique the staged interview by identifying negative and positive features. Students later share their ideas, adding suggestions to the printed copy of "Preparing for an Interview."

Materials

A copy of "Preparing for an Interview" for each student
A copy of "The Interview" for each group

ACTIVITIES

1. Identify students who have been interviewed for a job, club, volunteer work, and so forth, and have them explain briefly what their personal experiences were like.

2. Hand out and have the class read "Preparing for an Interview." Initiate a discussion in which you review the major ideas in the reading. Guide discussion to consider the following questions:

   a. What is the employer trying to find out?

   b. What is the applicant trying to find out?

   c. Why is it important to do well in the job interview?

   d. Were you surprised at any of the suggestions for having a successful interview? Which ones?

   e. Do you agree with all the suggestions? Why, or why not?

   f. What should you do in order to prepare yourself to answer an interviewer's questions?

3. Select two students to role-play "The Interview." Ask students to listen and be prepared later to critique the interview using ideas from "Preparing for an Interview."

4. Organize the class into small groups of five or six students, give each group a copy of "The Interview." Ask the groups to discuss the interview and identify negative and positive features. Then have them decide if Mr. Takata should hire Jane and give reasons to support their decisions.

5. Lead a class discussion in which the groups share their ideas about the interview. As negative features are named, have students suggest ways to improve the interview. Encourage them to add to their copy of "Preparing for an Interview" suggestions brought out in the discussion.

ADDITIONAL ACTIVITIES

1. Ask students to give an example of a good interview by rewriting "The Interview" using the suggestions for improvement identified in the discussion. Have students role-play several of the better rewrites for the class.

2. Invite the school principal to class to conduct interviews of student volunteers. Or, ask a parent who has interviewed job applicants to come to class and conduct interviews.

3. Invite to the class a personnel director of a company. Ask him or her to talk about the different elements of a good job interview and to give examples of successful and unsuccessful experiences.

4. In small groups, have students plan short interviews with at least one thing "wrong" on the part of the applicant. Have groups present their skits and ask the class to identify the good and bad points of each interview.

5. Show and discuss one of the following films available at the Career Information Center, Office of the State Director of Vocational Education, University of Hawaii.

   a. *The Interviewing Film.* Arthur Bar Productions, Inc. (16mm film and study guide). Describes what to know and what to do in interview situations.

   b. *Interview . . . Ready or Not.* Churchill Films. (16mm film). This moving yet practical film is about a professional interviewer who shows young people how to succeed.

   c. *What Do You Look Like to Others?* Sandler Institutional Films. 1973. (16mm film). Makes the point that a person is seen before being heard. Seven different office situations portray the need to maintain good personal appearance, attitudes, conduct, and personal habits.

   d. *I Want to Work for Your Company.* Sandler Institutional Films. 1973. (16mm film). Gives worthwhile tips for approaching the first interview. Perceptively portrays the interaction between interviewer and applicant. Excellent film suited to ninth and tenth graders.

RESOURCES

1. Hawaii State Occupational Information Coordinating Committee (HSOICC) pamphlet, "Job Search Information," Hints for Starting Your Career, July, 1978. Available from the Hawaii State Department of Labor and Industrial Relations Research and Statistics Office.

2. *Foundation Program: Career Education and Guidance.* Department of Education, State of Hawaii. Activities #112 and #131.

PREPARING FOR AN INTERVIEW

The employment interview is an important part of the job search. The employer is trying to find out if you are right for the job. The employer is asking: how well do your skills, personality, background, experience, etc., meet the demands of the job?

You, the applicant, are trying to find out if the job, the environment, and the employer are right for you. Then you try to convince the employer that you are qualified for the job and can make a real contribution to the firm. You are asking: what are the demands of the job?

BEFORE GOING

1. Make an appointment and plan to arrive 10 minutes early.

2. Think about answers to personal questions you may be asked. List the information on a sheet of paper so you may refer to it during the interview or while completing the employment application.
   a. What experience do you have? When acquired?
   b. What outside interests, activities, volunteer work, hobbies?
   c. What education? When received?
   d. What plans for the future?
   e. What can you do well?

3. Think about answers to job-related questions you may be asked:
   a. Why do you want to work for our firm?
   b. What skills can you offer us?
   c. Why did you leave your last job?
   d. What does dependability mean to you?
   e. What do you consider your major weaknesses?

4. Learn about the firm: what products and/or services it provides; what jobs it has available; what its hiring practices are; what it offers in terms of advancement. You can find this information in newspapers, annual reports, trade magazines, and from people who work in similar situations. Be prepared to ask questions:
   a. What responsibilities does the job require?
   b. What special skills are needed?
   c. How many people are employed here? Are most of them long-term employees?
   d. What are the policies regarding a new employee? Is there a probation period? When and how are employees evaluated?
   e. Do you offer a training program? What kind? Who is eligible to participate?

5. Dress appropriately. Avoid looking too formal or too casual. Leave your chewing gum and cigarettes at home.

6. Go to the interview alone.

DURING THE INTERVIEW

1. When you arrive, introduce yourself to the receptionist and/or interviewer. Explain why you have come and the position for which you are applying. If you don't know the interviewer's name, ask for it and use it (Mr. Chee, Ms. Martin, etc.).

2. Observe basic courtesies.
   a. Let the employer control the interview.
   b. Be attentive. Listen to what the interviewer is saying.
   c. Remain standing until asked to sit down.
   d. Speak clearly and directly. Don't be too casual or familiar.
   e. Answer questions factually, completely, and directly.
   f. If you don't understand a question, ask the interviewer to please repeat it.

3. Show interest in the job and what it means for the future, not just in money and hours of employment. Show an eagerness to learn and improve.

4. If you really want the job, aim to convince the interviewer you are the best applicant. Don't boast, but suggest ways you can help the company, how your personality, skills, and background suit you to the position.

5. Do not prolong the interview. Leave when the interviewer indicates the meeting is over.

6. Be sure to thank the person who interviewed you!

AFTER THE INTERVIEW

1. After the interview is over and you have had some time to relax, be sure to carefully evaluate the interview experience. This will give you an idea of how well you did and also help you prepare for future interviews. Here are some questions you may ask yourself:
   a. How did the interview go?
   b. Did I talk too much or too little?
   c. Did I present my qualifications well?
   d. Did I overlook any qualifications that were relevant to the job?
   e. What points did I make that seemed to interest the interviewer?
   f. How can I improve my next interview?

2. You may wish to send a follow-up letter reaffirming your interest in the firm and thanking the employer for the opportunity to interview for the job.

THE INTERVIEW

Mr. Takata: Good afternoon. Are you here from the employment agency?

Jane: Yes. I'm Jane Palma. I'm supposed to have an interview for a job.

Mr. Takata: What time was your interview?

Jane: I think it was for 11:30.

Mr. Takata: It's 12:15 now, Miss Palma.

Jane: I'm sorry. I didn't realize it was so late, but I had to take two buses and walk and I didn't know where this place was and . . .

Mr. Takata: Have a seat, Miss Palma. I am supposed to be taking my lunch now, but we'll do the interview, if that's all right with you.

Jane: Oh, yes. How much time do we get for lunch here?

Mr. Takata: The employees take forty-five minutes. But what do you know about this job? Did the people at the agency brief you on the requirements?

Jane: They didn't tell me much, but I hope it doesn't require shorthand.

Mr. Takata: No shorthand needed. We want a clerk-typist, someone to type our bills and occasional letters, take care of the files, help me, the bookkeeper, and the salesmen. You can type, can't you?

Jane: Oh, yes. I can do 50 words a minute with very few mistakes. But you said, "salesmen." What do you sell here?

Mr. Takata: We sell building supplies. We sell mostly to building contractors--concrete, nails, lumber, those types of things.

Jane: That's interesting.

Mr. Takata: Well, this place may not be exciting for a young girl to work in. It's out of the way, and you may be happier working in town somewhere. Maybe at a place where there are a lot of young people.

Jane: Oh, no. That's all right. But the girl friend I'm living with has a great job in town. It's in a beautiful office, with carpeting, and some modern art on the walls, and . . .

Mr. Takata: Yes. Well, the person at the employment agency said you haven't had any office experience. Do you think you can handle our files, type our bills and letters?

Jane: What about the salary? They told me it was only $500 a month. Do you give a raise after a while?

Mr. Takata: That's right, the starting salary is $500. A raise would depend on the caliber of your work, Miss Palma.

Jane: Oh, you should call me Jane. At all the places I've been I've asked people to call me by my first name.

Mr. Takata: Well, that's nice. And I suppose you've been to a lot of places? If you have no more questions, Miss Palma . . .

Jane: Do you have a powder room?

Mr. Takata: Yes. If you care to use it I'll get the key.

Jane: No, I just wondered; there being so many men here.

Mr. Takata: Well, thank you for coming in, Miss Palma.

Jane: You're welcome. You know, I think I'd like to work here, but the salary is so low. Can I call you back in a couple of days to let you know?

Mr. Takata: That won't be necessary. Just tell your agent at the employment agency. Good-bye, Miss Palma.

Jane: Good-bye, Mr. Takata.

62. PART-TIME JOBS . . . VALUES FOR THE FUTURE?

Overview

Students conduct a survey and compile a list of part-time jobs held by students in their school. They learn to categorize the part-time jobs, and then in small groups they conduct inquiries to compile information about a wide range of work-related questions. The lesson is concluded with a class discussion in which students are guided to recognize the value of the lesson activities to future job-related concerns and interests.

ACTIVITIES

1. Organize the class to conduct a survey of the types of part-time jobs held by personal friends, acquaintances, or others they can learn about within their school. When you believe that sufficient time and effort have been given to complete the survey, procede with the other activities of the lesson.

2. Ask two students to prepare from the information compiled by class members a list of part-time jobs students hold; the completed list should be copied on the chalkboard.

3. Initiate a discussion to help students discover clusters or categories of job-types. For instance: service jobs such as kitchen helper, counter helper, lunch wagon helper, waitress or waiter in a restaurant or fast food operation, gas station attendant; working with material goods such as stock work in a grocery store, warehouse helper; manufacturing and processing of goods such as leis, items for gift shops or plant nurseries, clothing goods, pineapple cannery; construction work such as mason helper, carpenter helper; sales jobs such as clerk in a department store. After the categories have been determined, the list on the chalkboard should be reorganized to reflect categories of job-types. Other categories and specific job-types could be added as students learn additional information.

4. Organize students into small groups to seek out information that will help them answer questions such as the following which are relevant to part-time work and the benefits it can bring to workers. Sources of information are given at the end of the lesson.

   a. Must students have a social security card before becoming employed in a part-time job? What is the minimum age for employment and being eligible to obtain a social security card? Where may a social security card be obtained, and what are the procedures?

   b. Where may a student get information about available part-time jobs? Are announcements of openings listed in the classified sections of newspapers? Must a student go to different companies and make individual inquiries to learn if they have openings for part-time student workers?

c. What is the minimum wage a part-time worker will be assured of receiving? What is the maximum number of hours a student is permitted to work? Are there any special job benefits available for students? What taxes will have to be paid from income?

d. Are there school policies concerned with the part-time employment of students? Are there special arrangements in terms of class schedules for students who wish to work in a part-time job? Do high schools give credit for work experience?

e. Will banks permit high school students to have a savings and/or checking account? May high school students become members of credit unions? Where may a student receive the highest rate of interest on savings?

5. Have the groups share the information they learn from their inquiries. Prepare duplicate copies of items that may have long-range value for students.

6. Conclude the lesson with a class discussion which will help students recognize the benefits they should have received from participation in the first five activities of this lesson. The following questions could be used to bring these benefits into sharper focus.

    a. Did the survey of part-time jobs held by students in your school result in your learning information about part-time job possibilities previously unknown to you? Cite examples.

    b. In what ways will the grouping of part-time job-types help you learn to think about job preferences and interests in the future? Cite examples.

    c. How is seeking out information about part-time jobs relevant to becoming employed full-time in the future? What are the similarities between part-time and full-time work?

    d. Are job benefits important to a worker? If your answer is yes, what benefits did you learn about which were previously unknown to you?

    e. Is information about savings accounts and tax on income important for part-time workers to know? Will this information be valuable to you in the future?

    f. Should students in the ninth and tenth grades concern themselves with information about part- and full-time job opportunities, or should information of this kind be withheld until after graduation from high school? Why, or why not?

ADDITIONAL ACTIVITIES

1. Invite several employed students from your school to speak to the class on what they believe are advantages and disadvantages of holding part-time jobs while attending high school.

2. Invite representatives of companies that hire part-time student workers to speak to the class on the benefits they believe students derive from part-time employment.

3. Ask students to interview their parents to learn if they worked part-time while attending high school. A compilation of part-time jobs parents held could be prepared, and a comparison made with the class list to identify similarities and differences. Parent attitudes toward part-time work by students also could be investigated and discussed.

RESOURCES

1. State Department of Labor
2. Federal and State Tax Offices
3. Department of Education (policies)
4. Hawaii State Employment Office
5. State, City, and County, Federal Civil Service Offices
6. Personnel Departments of Private Business Firms
7. Labor Unions
8. School Counseling Offices